


West Ashton C of E Primary School Medium Term Plan
Around the world - suggested activities which will change according to the children's interests

Year: EYFS		Date: Spring Term 1 2021-2022				Teacher: Sandra Meehan		Class: Shooting Stars	
Children have free flow access to the outdoor area at all times where learning though play is encouraged and activities are child initiated.									
EYFS age band assessment Working Towards Working within	Birth to 3 years		3 to 4 years Oliver Charlie Sebastian Marcey Everly Iris Arabella Cole Johnny Wilson			Reception Ava Imogen Maxine Vienna Evan Max Robert Luca			ELG's
	Wk 1 (2 days) The World	Wk 2 The world	Wk 3 Areas of the Earth Artic regions	Wk 4 Areas of the Earth Deserts	Wk 5 Areas of the Earth Mountains	Wk 6 Areas of the Earth Jungle /forests	Wk 7 Areas of the Earth Oceans		
Curriculum Concepts	Identity Community Individuality Responsibility	Identity Community Individuality Responsibility	Identity Community Individuality Responsibility	Identity Community Individuality Responsibility	Identity Community Individuality Responsibility	Identity Community Individuality Responsibility	Identity Community Individuality Responsibility	Identity Community Individuality Responsibility	
HOOKS AND EXPERIENCES:	Map of the World	Blow-up globe Globe Here We Are by Oliver Jeffers A Ticket Around the World by Natalia Diaz and Melissa Owens	Ice and snow Artic animals toys Poles Apart by Jeanne Willis	Sand Sand animals Cactus Hotel by Brenda Guiberson Handa's Surprise by Eileen Browne	Cardboard box mountain Mountain animals	Forest walk Jungle animals Monkey Puzzle by Julia Donaldson Secrets of the Rainforest by Carron Brown	Water play with sea creatures. Hello World, Ocena Life by Jill Mcdonald Commotion in the Ocean by Giles Andreae		
Thinking and creating critically	I understand that the world is a sphere and a planet called Earth.	I understand that the world is a sphere and a planet called Earth.	I understand that the top and the bottom of our planet (north and south pole) are the coldest areas of our world.	I understand that the desert is found in hot areas of the world and are made of mostly sand.	I understand that mountains can be found all over the world, therefore, have differing terrains and habitats.	I understand that a jungle and a forest are different and can explain why.	I know that there are five main oceans in the world (Pacific, Atlantic, Indian, southern and Artic) and can identify some of the creatures which live in the ocean.		
Active learning opportunities (motivation)	Setting back into school, have the children enjoyed their holiday? Give them the opportunity to share news and spend time playing together. Have resources from around the world in continuous provision so as children begin exploring, i.e. a globe, animals from around the world, water play etc	Show the children the blow-up globe and ask them what it is? Ensure that they understand that this is the world in which they live on. Discuss with them things they might already know about the world, i.e. what is the world made up of, land, water etc? Share with the children a map of the world and explain that although the map is flat the world is a sphere. Ask them to find the water and the land on the map, how do they know?	Show the children the globe, identify the areas of the north and south pole. What do these areas look like? Why are they white on the globe? What is the weather like in the Artic regions is it hot, cold? How do we know?	Show the children the globe/world map, identify the areas which are deserts. Look closely at where on the globe the deserts are i.e. around the equator and explain to the children that this is the hottest area of the world and in the Artic regions i.e. the coldest places in the world. What is the weather like in these regions? Can the children identify that the areas are very dry with very little rain? Why do the children think it is all sand?	Show the children the globe/world map. Identify areas which have famous mountains i.e. Everest, Himalayas, Alps. Can the children see that mountains are in vastly different places on the map i.e. not limited to hot or cold, sea or land. Study pictures of the mountains, what do the children notice, what is similar/different about them.	Show the children the globe/world map. Identify areas which are famous for their jungles, what do they notice, are the jungles near the equator meaning that they are in warmer climates. Now identify areas of forest land and explain that forests are found in cooler countries like our own. What are our forests like? How do they differ to the jungle? Gather the children's knowledge and ideas.	Show the children the globe/world map. Identify and label the five main oceans of the world. Look closely at where they are, do the children think that all the oceans are the same ie. Cold or hot and have the same wildlife living in them? Share the oceans PowerPoint (term 3 week 7). Develop knowledge of oceans and learn new vocabulary.		

Playing and exploring (engagement)	Globe, map, toy animals, water, sand	Globes, Colouring Flags, dressing up costumes. Role play	Colouring Flags, dressing up costumes. Role play. ice and snow	Colourful rice and sand in trays Rangoli colouring	Card board boxes and mountain animals.	Gardening outside	Under the sea role play.
LITERACY: comprehension, word reading and writing. COMMUNICATION AND LANGUAGE: listening, attention and understanding, Speaking	Children share their Christmas holiday experiences with each other, communicating in full sentences, listening to each other and engaging in conversation.	Look at vocabulary linked to the planet Earth and discuss the meaning ie. Planet, Earth, sphere, globe, world. Children to learn to recognise the words and their meanings, using them during focused learning and play. Share the pictures of the Earth from the Nasa website https://spaceplace.nasa.gov/all-about-earth/en/#:~:text=Earth%20is%20a%20terrestrial%20planet.oxygen%20for%20us%20to%20breathe. What can the children see?	What animals live in the Artic regions. Explore the North and South pole (using PowerPoints term 3 week 3) what lives in each region, are the animals the same in both the north and the south? (did you know that polar bears and penguin have never met in the wild).	Share pictures of deserts with the children. Look at the website https://www.dkfindout.com/uk/earth/deserts/ and as a class develop knowledge of deserts. Together learn new vocabulary and discuss as you go through. Gather the children's thoughts. Look at animals which live in desert regions, how do the get water and food? PowerPoint (term 3 week 4)	Share the video 'Mountains' from BBC bitesize https://www.bbc.co.uk/bitesize/topics/z849g6f/articles/z4q3qp3#:~:text=Mountains%20are%20areas%20of%20land,group%20called%20a%20mountain%20orange. Develop knowledge of mountains. Learn new vocabulary and study pictures of different mountains. What do the children notice? What animals live in the mountains? https://www.worldwildlife.org/habitats/mountains explore together looking at the various animals and why they might live in mountains.	Share with the children the PowerPoint on jungles (term 3 week 6). As a class develop knowledge and new vocabulary linked to jungles. Explore the animals which live in the jungle. What makes it a perfect habitat for these animals? Look at the woodlands PowerPoint (term 3 week 6). In the united kingdom we have forests rather than jungles, what is different about the two? Look at the differing animals. Children to identify weather an animal lives in the jungle or forest. (do this on work sheet)	Share the story 'the run away iceberg (term 3 week 7). Which ocean do the penguins live in? how do you know? Do you think penguins live in any of the other oceans. Look at each ocean on the map. Where is it? What creatures do you think might live in it. Explore each ocean in turn and look at the creatures which live in it. https://www.worldatlas.com/articles/what-animals-live-in-the-pacific-ocean.html
ROLE-PLAY	Home corner, mud kitchen with lots of coloured paints, glitter mud, water, globes explorer kits, frozen artic animals in ice						
CONSTRUCTION	Exploring construction materials - children to have free reign (what are their interests). Building globes, building igloos						
SMALL WORLD	Happy land train track and trains people and dolls house Lego						
OUTSIDE AREA	large construction home corner water play messy kitchen, shapes and numbers in the natural environment, ice and snow						
MATHS	Number blocks (NCETM) EP 2.6 Ensure children understand numberblocks episode: Just Add One, revisit over the two days and share with the children different tools and resource which they can use to support the concept of addition i.e. tens frame, part-part-whole model, beads, numicon etc.	Number blocks (NCETM) EP 2.7 & 2.8 Introducing zero (WRM - Alive in 5) Children will develop understanding that zero means that nothing is there or that all is gone. Children will learn that the number name zero or the numeral 0 can be used to represent this idea. The children will be given opportunities to apply this concept in the classroom.	Number blocks (NCETM) EP 2.9 & 2.10 Comparing numbers to 5 (WRM - Alive in 5). Children continue to understand that when comparing numbers, one quantity can be more than, the same as, or fewer than another quantity. Use a range of representation to support this understanding and encourage the children to compare quantities using a variety of objects and representations. Support the children to make comparisons in different contexts.	Number blocks (NCETM) EP 2.11 & 2.12 Compare mass and capacity (WRM - Alive in 5) Encourage children to make direct comparisons in weight by holding items to estimate which feels the heaviest, then introduce weighing scales and weigh the items to check. Prompt children to use language of heavy, heavier than, heaviest, light, lighter than, lightest. Encourage the children to build on their knowledge of full and empty to show half full, nearly full and empty. Provide opportunities to explore	Number blocks (NCETM) EP 2.13 & 2.14 Six, seven, and eight (WRM - Growing 6,7,8) Children represent 6,7, and 8 in different ways and can count out the required number of objects from a larger group. Children will subitise number 6,7,and 8 by arranging objects into smaller groups. i.e. I know there is 8 because I see 4 and 4. Children build on their knowledge of groups to make pairs, they begin to understand that a pair is two. Further more children begin to combine two groups	Number blocks (NCETM) EP 2.15 Length and height (WRM - Growing 6,7,8) Encourage children to use the language of length and height ie. The tree is tall, the pencil is short. Encourage more specific mathematical language relating to length (longer, shorter), height (taller, shorter), breadth (wider, narrower). Encourage the children to make indirect comparisons using objects such as blocks or cubes to measure items e.g. the sand tray is four blocks	Time (WRM- Growing 6,7,8) Children to order and sequence important times in their day and use language such as now, before, later, soon, after, then and next to describe when events happen. They begin to recognise that regular events happen on the same day each week and use the vocabulary yesterday, today and tomorrow.

				capacity using different materials and different size and shaped containers. Prompt them to use language of tall, thin, narrow, wide and shallow.	to find the total amount understanding that this is different from finding a pair.	long, the table is five blocks long, the table is longer.	
PHONICS	Revisit previous learning in phase two, focus on tricky words and play tricky word games. One to one phonics practice for those who need it.	Little Wandle Spring 1 week 1	Little Wandle Spring 1 week 2	Little Wandle Spring 1 week 3	Little Wandle Spring 1 week 4	Little Wandle Spring 1 week 5	Little Wandle Spring 1 Assessment week
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Setting back into school, ensure all children feel safe and secure, encourage friendships and classroom rules.	Display a sense of identity by showing understanding of who they are and where they live.	Display a sense of identity by showing understanding of who might live in the Artic regions, and knowing that we do not live in the Artic regions.	What might it be like to live in the desert? Do the children have the same access to schools, shops, food and toys as you?	Display a sense of identity by showing understanding of the habitat in which they live. Is their habitat a mountain, desert, artic region? How do they know.	Discuss children's experiences in the woods, forests. Encourage them to show a sense of identity. Have they ever been for a walk in the woods, what did they see? Go for a Welly walk, what can we see in the woods?	Discuss with the children the reasons why we must look after our oceans and why we must dispose of our rubbish properly.
EXPRESSIVE ARTS AND DESIGN	Playdough	<p>Make planet earths using tissue paper</p>  <p>Making planet earth using blue and green playdough</p>	Making igloos using items including but not limited to sugar cubes, marshmallows, building blocks, deconstructed role play.	<p>Painting desert pictures</p> <p>Making sand pictures of the desert.</p>	<p>Junk modelling mountain's</p> <p>Colouring and drawing mountain animals.</p>	Cutting, colouring and sticking jungle and forest animals on either a jungle themed or forest themed background.	Collage sea creatures.
UNDERSTANDING THE WORLD	Discuss children's Christmas experiences, share news and show and tell items.	<p>Topic directly linked to Understand the World.</p> <p>What is an explorer? Share ideas with children.</p> <p>If I was an explorer what would I find on planet Earth? Children to think about being explorers, how do we explore, what might we need to wear, how might we get there? (provide explorer kits ie. Magnifying glasses, binoculars, construction, craft ideas ie. Making boats etc). children begin to learn what living on planet Earth means ie. Different climates, clothes, transport etc.</p>	<p>Topic directly linked to Understand the World.</p> <p>Do people live in the Artic regions and if so what do their houses look like? What do they wear?</p> <p>Look at PowerPoint Igloos (term3 week3) share knowledge of igloos and why people build them. Show children film clip on how to build an igloo https://www.youtube.com/watch?v=MNIkNG6IjzQ Children to have a go at building their own igloo out of sugar cubes.</p> <p>Discuss what a person might wear if they live somewhere cold. Ensure that the children understand that they need to dress warmly.</p> <p>Science: Freeze some artic animals, lay them out on a try and reminder the</p>	<p>Topic directly linked to understanding the world.</p> <p>Do people live in the desert regions and if so what do their houses look like? What do people wear, eat, do for work etc? https://www.oddizzi.com/teachers/explore-the-world/physical-features/ecosystems/deserts/what-can-you-find/people/ https://www.youtube.com/watch?v=qaZKEc59g1w</p>	<p>Topic directly linked to Understanding the World.</p> <p>Do people live in mountains and if so what do their houses look like, what is life like living in the mountains, do children go to school? What do the mountain people eat?</p>	<p>Topic directly linked to Understanding the World</p> <p>What grows in the forest?</p> <p>Looking at the PowerPoint 'Woodland' (term 3 week 6) look closely at planets which grow in the forest. Explain to the children that today we are going to grow our own woodland plants. Show the children pictures of bluebells and daffodils, why are they perfect for our forests rather than the jungle (the like the cooler weather).</p> <p>Show the children how to plant their bulb and discuss what we will need</p>	<p>Topic directly linked to Understanding the World.</p> <p>Share the story about rubbish in the oceans with the children and begin to develop their knowledge of the impact our rubbish is having on marine animals. Explore ways in which the children could help to preserve the life of the creatures in the oceans.</p>

			children that they are explorers. The children are exploring the Artic regions and have come across these animals frozen in the ice. Using magnifying glasses look closely at the ice, what can they see? (can they see crystals, is the ice clear or cloudy). How can we get the animals out of the ice. Explore different ways ie. Warm water, ice pick, smashing them out, using salt.			to do to help our bulbs grow. All children to plant both a daffodil and bluebell.	
PHYSICAL DEVELOPMENT	Outdoor play in EYFS area using climbing frame and deconstructed obstacle course	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support.
RE	<p>Reflection - Wisdom</p> <p>New year celebrations.</p> <p>Discuss why and how we celebrate the new year in the united kingdom. Seeing in the new year and saying good bye to the old.</p>	<p>New year celebrations.</p> <p>Look at new year's resolutions power point (term 3 week 1). Discuss resolutions you might like to make and share these with the class.</p>	<p>Chinese new year</p> <p>Look at the PowerPoint (term 3 week3) Chinese New Year. This year is the year of the Ox. Share the story with the children and begin to develop understanding of how the Chinese celebrate New Year.</p>	<p>Chinese New Year</p> <p>Share story 'Dragons in the city (term 3 week 4). Discuss how the Chinese New Year differs from our own. Make Chinese dragon masks and lanterns.</p>	<p>Exploring other celebrations</p> <p>Weddings</p> <p>Have the children ever been to a wedding, what happened, where was it, how was it special? Do all people celebrate weddings in the same way? Explore the PowerPoint 'Weddings around the world' (term 3 week 5). Share the children's ideas and knowledge.</p>	<p>Exploring other celebrations</p> <p>Valentine's day</p> <p>Do the children know what this is? Share with them the story of valentines (term 3 week 6). Develop knowledge of the story and give the children the opportunity to make their own valentines surprise for their loved ones i.e. a card for mummy.</p>	<p>Exploring other celebrations</p> <p>Christenings</p> <p>Have the children ever been to a christening? Do they know what one is?, what happened? where was it? how was it special? Have they been Christened? Explore the PowerPoint (term 3 week 7) and share the children ideas and knowledge.</p>
MUSIC	Musical Express	Musical Express	Musical Express	Musical Express	Musical Express	Musical Express	Musical Express
HOMEWORK/ PARENT LINK	Practice phonic sounds learnt. Ensure you read daily.	Talk to your family about the planet Earth, can you tell them the shape of our planet? Practice phonic sounds learnt, complete phonics worksheet. Ensure you read daily.	Talk to your family about the Artic regions, the animals and special people we have learnt about. Practice phonic sounds learnt, complete phonics worksheet. Ensure you read daily.	Talk about your family about Deserts, what the landscape is like, which animals live there. Practice phonic sounds learnt. Complete phonics worksheet Ensure you read daily.	Talk about your family about Mountains, what the landscape is like, which animals live there. Practice phonic sounds learnt. Complete phonics worksheet Ensure you read daily.	Talk to your parents about jungles and forests, can you tell them the difference between the two. Practice phonic sounds learnt. Complete phonics worksheet. Ensure you read daily	Share your knowledge of the oceans with your family, can you tell them something you could do to help look after the ocean.. Practice phonic sounds learnt. Ensure you read daily
FS1 COMMUNICATION BOOST	N/A	<p><u>Focus on Listening</u></p> <p>Target: Attention and Listening. Who's talking. Introduce the talking box , " I wonder what's in here?, What's could it be? Extend- leave animals in centre of</p>	<p><u>Understanding the language</u></p> <p>Key word. Let's hide Talk through each animal, place the animals around the room, find the animals, can you find the ' cow'</p>	<p><u>Understanding language</u></p> <p>Help children to make a field for animals to live in, make a barn, talk about each animals and their name. Ask the children to put the</p>	<p><u>Understanding language</u></p> <p>on Sort animals into size in boxes use language such as big, little, large ,small.</p>	<p><u>Talking (spoken language)</u></p> <p>Sing the song pass the bag around. Encourage the children close their eyes. Take out an animal and guess what</p>	<p><u>Talking (spoken language)</u></p> <p>Story time</p> <p>Its story time. Link the animals in the box to story's available in the class. Make comments using the</p>

		<p>the group, take turns making sounds of animals.</p> <p>I've got something in my basket Story- Starting nursery basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Sound bags - Sound p, f, and n Song bag</p>	<p>I've got something in my basket -</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Song bag Sound bags - Sound p, f, and n</p>	<p>cow in the Barn, field etc.</p> <p>I've got something in my basket- pictures of our peers- talking</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Song bag Sound bags - Sound p, f, and n</p>	<p>I've got something in my basket- Different Emotions</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures.</p> <p>Song bag Sound bags - Sound p, f, and n</p>	<p>it is, encourage children to describe the animal so they can guess.</p> <p>I've got something in my basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Clapping syllable words from pictures</p> <p>Song bag Sound bags - Sound p, f, and n</p>	<p>language we have learnt. What is it? Who is sleeping? Where is the cow? Etc Extend- how did they feel, what will happen next?</p> <p>I've got something in my basket</p> <p>Songs- Good morning, How are we feeling and what is the weather today?</p> <p>Song bag</p> <p>Sound bags - Sound p, f, and n</p>
FS1 Next Steps	Develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.	Develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.	Develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.	Develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.	Develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.	Develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.	Develop listening, understanding and speaking skills. Developing counting, number recognition, fine and gross motor skills.
FS2 Next Steps	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding and learning of new vocabulary</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding and learning of new vocabulary</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding and learning of new vocabulary</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding and learning of new vocabulary</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding and learning of new vocabulary</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding and learning of new vocabulary</p>	<p>Continue to develop fine motor skills i.e. pencil control.</p> <p>Skills in listening and responding and learning of new vocabulary</p>
Interventions	NELI - MM, EG, IB, VH-W	NELI - MM, EG, IB, VH-W	NELI - MM, EG, IB, VH-W	NELI - MM, EG, IB, VH-W	NELI - MM, EG, IB, VH-W	NELI - MM, EG, IB, VH-W	NELI - MM, EG, IB, VH-W

Adult directed
Learning through Play
Specifically for Fs1