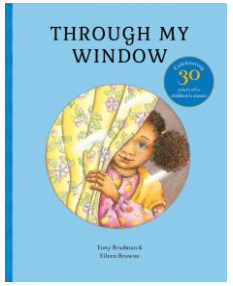
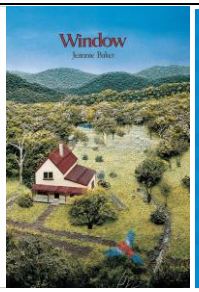
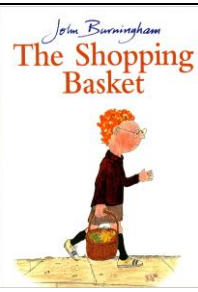
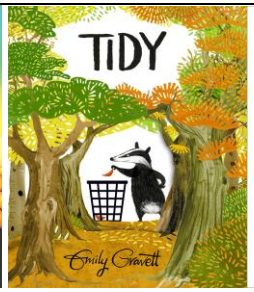
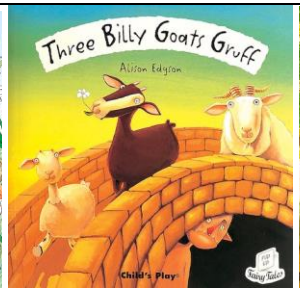
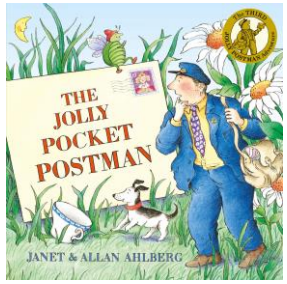
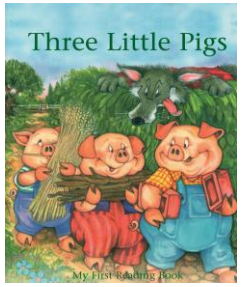
St. Luke's COE Primary School EYFS Medium Term Planning	
Cycle 2 Spring/Summer Theme: About Town (exploring the local area)	
Focus Aspects of the Curriculum & Early Learning Goals (new EYFS framework September 2021)	**Possible Activities and Experiences**
PSED **ELG: Self-Regulation** Children will: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Children will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** Children will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	• Looking at class rules, deciding what we need to do to be safe, happy and look after each other – understanding rules and boundaries. • Talking to each other and listening to others talk about their cultures and home experiences. • Circle time activities around caring for others and thinking about consequences of their actions on others. • Going on trips in the local area and adapting behavior and following instructions when in new situations. • P4C – children encouraged to express their own opinions and use critical thinking skills.
CL **ELG: Listening, Attention and Understanding**	• Listening to and retelling stories. • Retelling stories using puppets, props, costumes etc.

Children will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG: Speaking** Children will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	• Police station/post office/shop/station role play – following first hand experiences and visits. • Making mind maps to record their knowledge about the local area • Visits from members of community e.g. local police officer, fire fighters or trips to police station and fire station. Question and answer sessions. • Hot-seating (character role play). • Talking about trips and local visits – looking at photos, making class books and reflecting on what they have done.
<u>PD</u> **ELG: Gross Motor Skills** Children will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Children will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.	• Bike play – making road tracks, obstacles, ramps, garage role play, races • Mini Olympics/sports day • Obstacle courses • Building site – constructing with large resources. • Trip to local playground/outdoor space. • Gardening activities – using tools, planting and growing food. • Cooking using seasonal foods – healthy eating. • Hold a healthy living day and invite parents to a healthy family picnic. • Finding out about keeping safe - visit from police/fire brigade/nurse/road safety officer.
<u>Literacy</u> **ELG: Comprehension** Children will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about	• Retelling and creating stories. Exploring stories with familiar settings. • Looking at reference books and materials e.g., maps of local area, transport books, books about London • Exploring print in the environment – around school, print walk in the local area • Making reference books • Developing handwriting skills through large mark making/looking at letter formation as appropriate.

stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading** Children will: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Children will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	• Writing in role – police reports, shops signs, shopping lists, etc. Looking at different features and types of writing. • Create guide books/maps to the local area or for London sights. • Use Magic of Storytelling to encourage creativity and story-telling. • P4C – children encouraged to express their own opinions and use critical thinking skills.
<u>Maths</u> **ELG: Number** Children will: • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns** Children will: • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. ***In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.***	• Number walks in the local environment. • Counting games, stories and rhymes. • Surveys about the local area e.g. traffic surveys, construction site surveys. • Role play garage/mechanic – counting parts, measuring, fitting together shapes, comparing sizes, money, tyre rolling. • Shape walks in the local environment and around the school. • Measuring –, building constructions and comparing heights, looking at local buildings of different sizes and heights. • Obstacle courses- positional language. • Numbering trains, bikes, cars, buses. • Role play – shop, café, garage, building site, ticket office – opportunities to use and explore mathematical concepts (time, money, number, more and less, simple addition and subtraction, position).
<u>UW</u>	• Visit from fire brigade/police or to the fire station/ police station

ELG: Past and Present (early history) Children will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities (early geography)** Children will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World (early science)** Children will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	• Finding out more about transport – going on a bus/ train, looking closely at a car, visiting the station or local garage. • Making maps of local area – recording in different ways e.g. photo maps, drawing their route to school, mapping local landmarks and shops. • Talking about features of the local environment that they like don't like e.g. local playgrounds, local walks. • Design and make a playground (small/ large scale) using blocks, PE equipment, loose parts – explore forces, pushes and pulls. • Explore materials, sinking and floating, pushes and pulls and forces – make balloon cars, windmills, rockets, parachutes, roll vehicles down different slopes, make boats, explore pulleys and channels in sand and water play, create building sites. • Looking at differences between the built and natural environments. – creating natural areas, gardening, looking at urban wildlife. • Exploring local nature areas and green spaces e.g. Highgate Woods, local parks. • Find out more about the wider locality – Islington and London. Explore famous sights and landmarks e.g. walk by the Thames to look at famous sights, bus ride into the city to look at different buildings. • Looking at use of everyday ICT e.g. traffic lights, parking meters, ticket machines at the station, self scan checkouts at the super market, solar powered signs, windmills. • Visit the Islington Museum or Museum of London to find out about life in the local area in the past. • Designing and creating roadways, cityscapes, canal systems etc. with small world, blocks, sand play, guttering etc.
<u>EAD</u> **ELG: Creating with Materials (early art & DT)** Children will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive**	• Role play – transport, emergency services, post office, shops, building site (ticket office, shop, police station in the role play area, construction site in the sand pit), based on first hand experiences. • Constructing buildings using large building resources and junk modeling. • Creating vehicles from different resources and materials e.g. woodwork, junk modeling, large materials. • Observational drawings in the environment. • Explore music and dance from different communities • Creating art from found materials – loose parts and natural materials. Collecting materials in the outside area and local environment to use e.g. recycled art and

Children will: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	construction projects, Andy Goldsworthy art.
Use of ICT	• Using digital cameras to take photos of local environment. • Make maps with photos on interactive white board • Busy Things maths/sorting games. • Using programmeable toys to explore position and direction (BeeBots). • BeeBots app – positional and directional language. • Using microscopes to look at minibeasts. • Digiblue cameras to record acting out stories. • Role play - electronic tills, scales, walkie talkies etc. • Use '2 create a story' software to create animated stories. • Use 'Puppet Pals' to create and retell stories. • Technology walk out and about. • Using identification apps on iPads during Forest School/outdoor learning.
Useful Websites	Espresso, CBeebies, Busy Things, Phonics Play
Links to sustainable development and Global Curriculum	• Caring for the environment – gardening, green energy sources, urban wildlife, green spaces. • Sustainability – growing own food, conserving water, looking at green energy, recycling (the 3 Rs). • Global links – looking at different communities within the local area.
Core Books	 *'Tidy' to be read during World Environment Week (date TBC)*
Useful Books	**Reference Books**: About Town, Diggers, Construction, Emergency Services, Local maps/leaflets, Tube map, At the Zoo, On the Farm **Other Books**: Emergency, The Little Red Train, Mr Gumpy's Motor Car, Oi Get of Our Train, Not Like That Like This, On the Way Home, Where's Spot, Who Sank the Boat, Dear Zoo, You Can't Take and Elephant on the Bus, The Journey Home (Endangered Animals), Katie in London **Cultural/Festival Books**: Ramadan Moon, Anansi stories, The Proudest Blue

Trips and Visits	Local police/fire/ambulance station and/or local police/fire officer visit, trip to post office, trip to supermarket, trip to local garage/mechanic visit, walking trip around local area, bus sightseeing tour (London landmarks), sports day, end of year celebration assembly ***Record trips and visits in class floor book***
Key Dates	**Ramadan**: **Vesak (Buddist Festival):** **Eid ul Fitr**: **World Environment Day**: **Queen's Birthday**: **Father's Day**: **Windrush Day**: **Eid ul Adha**: **Notting Hill Carnival**:
Environment and Additional Resources	**Displays:** Construction and building, people who help us/emergency services, 'through the window' display to local area, recycling/environmental **Role Play:** home, construction site, mechanic/garage and car wash, police/fire station, ticket office, post office **Resources**: diggers, sand/water play, cement mixer, bricks, blocks, construction tools, tyres, knuts and bolts, mechanical toys/tools, car parts, tickets, till/machines, letters, cards, envelopes, stamps, post box, maps
Forest School	Den building (Three Little Pigs), building bridges (3 Billy Goats), knot-tying, using ropes (levers and pullies), digging tools (building and construction), magnifying glasses, bug catchers, build a bug hotel/house, use iPads/cameras for photographing and identifying flora and fauna. Links to Environmental Week – reusing and recycling, nature art
Involving Families	• Parent gardening workshops • Parent culture/craft/cooking workshops • Mystery readers • Parents support on trips and local outings • Father's Day assembly (for all parents and carers) • Sports day for parents to attend • End of year celebration assembly