St. Luke's COE Primary School EYFS Medium Term Planning Cycle 2

Cycle 2 Winter/Spring Theme: Imaginary Worlds

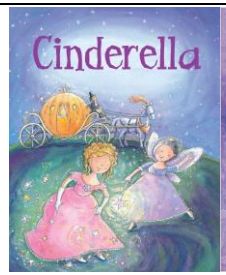
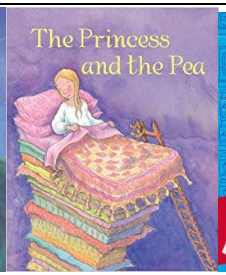
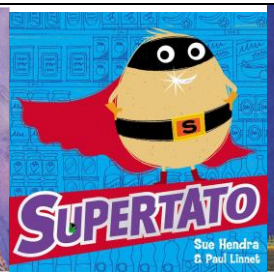
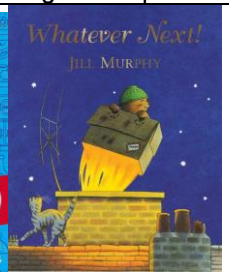
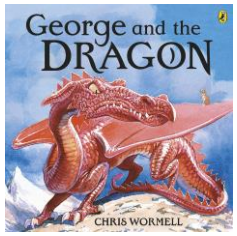
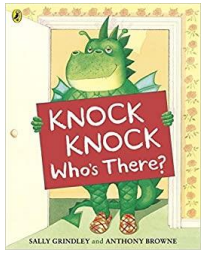
(This theme should be planned from children's own interests or the children should be given a choice between the different themes)

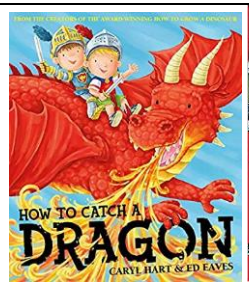
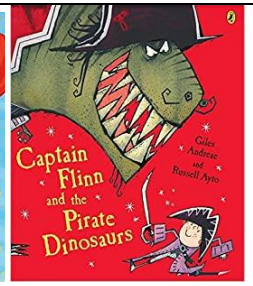
Focus Aspects of the Curriculum & Early Learning Goals (new EYFS framework September 2021)	**Possible Activities and Experiences**
PSED **ELG: Self-Regulation** Children will: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and 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.	• Find out about different cultures and ways of life. • Explore different emotions – talk about fears, respond to stories and role play. • Create a pirate/alien/monster/fairy code of conduct. • Opportunities to play games which involve following rules and taking turns. • Opportunities for trips and visits – Discover, Princess Diana Memorial Playground • P4C – children encouraged to express their own opinions and use critical thinking skills.
CL	• Learn traditional nursery rhymes.

ELG: Listening, Attention and Understanding 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.	• Create their own versions of nursery rhymes. • Read a range of traditional tales and legends from a range of cultures. • Re-enact stories through dressing up and with puppets. • Plan and create collaboratively imaginary play settings e.g. pirate's ship, superhero den, princess palace. • Role play – pirates, wizards and witches, castles, folk tales, super heroes, knights and princesses, kings and queens, outer space. • Take photos of children's imaginary play and small world play and ask them to talk about and retell their own stories. • Hot-seating (character role play).
PD **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.	• Dance sessions. • Movement games exploring different ways of moving. • Balancing – walking the plank. • Exploring large climbing and balancing equipment – set up large equipment in hall with big mats. The children are pirates and the mats are the sea full of sharks and crocodiles. They must stay on the equipment without falling into the sea or get eaten by sharks. • Play racing and chasing games such as "it" and "stuck in the mud". • Trip to Princess Diana Memorial Playground or playground with a large fort. • Digging for treasure in the sandpit or garden. • Learn to tie some different knots for securing sails and tying up prisoners. • Knot-tying and den building in Forest School. • Construction activities – see EAD.
Literacy **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.	• Make wanted posters for villains. • Make character factfiles for favourite characters e.g. super heroes, cartoon characters, Disney princesses. • Find out about characters and settings in stories. • Create own versions of stories – draw story maps and story boards, comics. • Write scrolls, magic spells, treasure maps, messages in bottles.

• Use and understand recently introduced vocabulary during discussions about 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.	• Use information texts to find out more about subjects which they are learning about e.g. castles, princesses, dinosaurs. • Use "to simple – create a story" and "Puppet Pals" to create their own stories. • 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 hunts and numbered treasure hunts. • Singing number songs and rhymes focusing on one more and one less. • Collecting and counting different objects e.g. treasure, coins, jewels, dinosaur eggs/bones. • Design and build using different construction materials to create props to support their imaginary play. • Block play – e.g. building castles talking about shapes and sizes of blocks and matching them. • Explore weight and measure – cooking, weighing cargo, using pulleys to move heavy objects, measuring how high they can climb, how far they can jump when walking the plank, how far they can make their boat travel. • Make/use treasure maps to find hidden treasure. • Play 'hunt the treasure' – give directions to each other to find where it is hidden. • Fishing games – how many fish can they catch, who has caught more/less. • Racing games with cars, rockets, space ships, pirate ships using ramps, water channels and different surfaces – how far do they travel? Record and compare distances and speeds by counting/measuring.

UW **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.	• Exploring floating and sinking. • Make magic potions, using water play, mud kitchen, malleable materials, role play areas. • Make wave jars/magic bottles/fairy jars – mixing oil, water and food colouring. • Explore chemical reactions and change e.g. make volcanoes, exploding paint, growing crystals. • Exploring pirate cargo – different spices, flavoured tea, coffee, sugar, exotic fruit – using senses to explore, finding out where it has come from in the world, looking at world map and marking ship's journey. • Visit the Golden Hinde/Tower of London. • Find out about dinosaurs – look at non fiction texts, explore fossils. • Use metal detectors and magnets to find out about properties of materials e.g. make a fishing game, hunt for buried treasure. • Make boats and explore properties of materials. • Find out about myths, legends, stories and music from different cultures and how they relate to different festivals e.g. the story of Chinese New Year, the story of Krishna and Holi, Easter, Saints Days.
EAD **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** 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.	• LSO workshops. • Explore music and dance from different cultures. Learn some different dances. • Imaginary play – pirates, kings and queens, traditional stories, myths and legends. • Making props to support imaginary play – telescopes, costumes, treasure, treasure chests, flags, swords and shields, crowns, masks, capes, boats, glitter boxes (see mister maker!). • Exploring different media and materials and changing materials through collage, construction, junk modeling, painting. • Make puppets to retell stories and legends. • Large scale construction – pirate ships, dens, treasure island, castle – using a range of construction resources.

Use of ICT	• Use of internet to find out information related to topics of interest. • Use Marvel Comics website to create own comics and super heroes. • Use 'To create a story' to produce own animated stories and comics. • Use 'Puppet Pals' to create and retell stories. • Use metal detectors to hunt for treasure. • Use of digital microscope to look closely at materials. • Use digital camera and video camera to record children's imaginative play and stories. • Watch videos on 'Let's Celebrate' to find out more about children's experiences of different cultural celebrations. • 'Busy Things' Traditional Tales games. • Using identification apps on iPads during Forest School/outdoor learning.
Useful Websites	Espresso, CBeebies, Busy Things
Links to sustainable development and Global Curriculum	• Find out about different cultures and festivals around the world e.g. Chinese New Year, Holi, St Georges Day, St David's Day, Easter. • Find out about how goods are transported around the world and where food comes from. • Find out about different construction materials and building techniques and think about sustainable materials.
Core Books	    Nursery:   Reception:

	 
Useful Books	**Reference Books**: non-fiction books: dinosaurs, ships, space, rockets, castles **Other Books**: The Worst Princess, Sir Charlie Stinky Socks, Shhh, Super Daisy, Superworm, Zog, The Night Pirates, Aliens Love Underpants, On the Way Home, Tyranosaurus Drip, Dinosaur Rumpus, Pirate Boy, Rapunzel, Snow White, Puss in Boots, Aladdin, Sleeping Beauty, Spells, Where the Wild Things Are **Cultural/Festival Books**: Dragon Dance, The Great Race, Celebrations around the World, Holi Colours, Festival of Colours, The Easter Story, We're Going on an Egg Hunt
Trip and Visits	The Golden Hinde/Tower of London, Princess Diana Memorial Playground, Parent cooking workshops, Parent culture/craft workshops, Easter Bonnet Parade, Story-teller ***Record trips and visits in class floor book***
Key Dates	**Burns Night:** **Chinese New Year**: **Valentine's Day**: **Pancake Day**: **St David's Day**: **World Book Day**: **International Women's Day**: **Mother's Day**: **St Patrick's Day**: **Holi Festival:** **Easter**:
Environment and Additional Resources	**Displays:** Knights and Princesses/Fairytales, Superheroes, Dinosaurs, Space, Pirates **Role Play:** Restaurant, Superhero den, Castle, Dragon Dungeon, Pirate Ship, Dinosaur Island **Resources**: Chinese new year celebration resources (cooking utensils, noodles, rice, chop sticks/tweezers, red envelopes, cards), mask making resources, fabric and materials, message in a bottles, treasure maps, treasure, coins, jewels, fossils, bones, digging equipment, potion making resources, costumes/dress up props
Forest school	Den building (for superheroes, castles for knights and princesses, ships for pirates, dinosaur cave etc), knot-tying, using ropes, stick play, natural fabric dyeing (to make capes/flags), digging tools (digging for treasure), magnifying glasses, bug catchers/treasure chests.

Involving Families	• Creative play workshop • Parent cooking workshops • Parent culture/craft workshops • Mystery readers • Parents support on trips • Mother's day 'thank you' assembly (for all parents and carers) • Easter bonnet parade for parents and children