

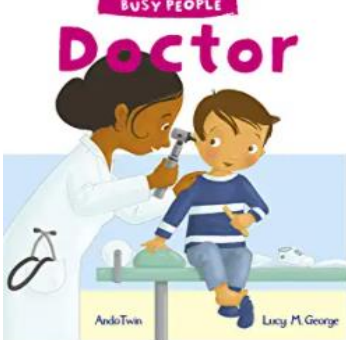
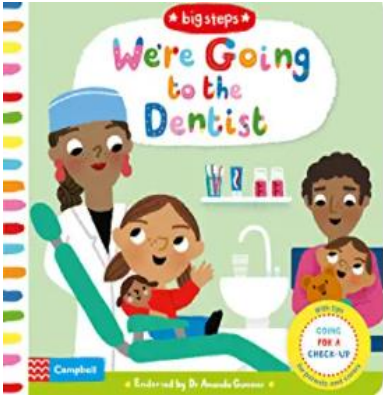


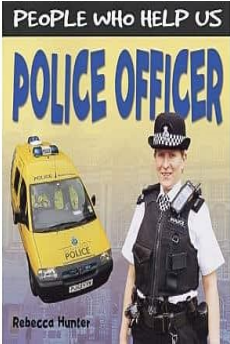

EYFS Medium Term Planning

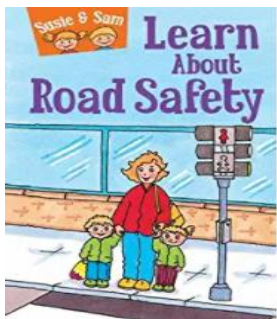


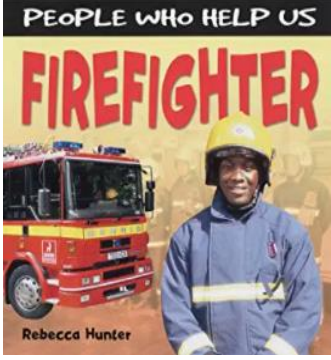

Year Group:	F1	Staff:	Mrs Jowitt/Miss Robinson
Topic:	999 Emergency!	Term:	Spring 2022
Talking Tub Key Questions/Lines of Enquiry:	Who are the people that help us - in school, at home, in the wider community? What is an emergency? Why would we dial 999?	Stimulus:	Books linked to topic, small world figures/vehicles, photos of doctors, nurses, firefighters etc, dressing up clothes of people who help us


Week 1	Understanding of the World			Expressive Arts and Design		
03/01/22	Focus: People who help us. Text: Peppa Pig When I grow up 'Emergency' Margaret Mayo (Fiction)					
	Investigating role play costumes The children will explore a range of role play costumes. Do the children know which costume relates to which profession? Can they tell the class anything they know about the person? i.e they wear a uniform/hat they drive a certain vehicle? Describe some situations where you may need help, you are poorly, you have a poorly pet, you need to cross a busy road, you have tooth ache... Can the children correctly decide who they need to help them in each situation? Why did they choose the person? 3-4 years Show interest in different occupations. INTEREST TRAY/Dressing up costumes and books (fiction and non-fiction relating to topic) 3-4 years Show interest in different occupations.			Make a people who help us headband The children will choose their own people who help us headband from a selection of different professions. They will then have the opportunity to decorate their chosen headband to make it unique. The children will be encouraged to talk about their chosen person discussing what they wear, what they do how they help us 0-3 years Explore different materials, using all of their senses to investigate them. 3-4 years Explore different materials freely, in order to develop their ideas about how to use them and what to make.		
	Personal, Social, Emotional Development	Communication and Language	Physical Development	Personal, Social, Emotional Development	Communication and Language	Physical Development
	INTEREST TRAY 3-4 years Play with one or more other children, extending and elaborating play ideas.	Investigating role play costumes 3-4 years Use a wider range of vocabulary. 3-4 years Understand 'why' questions 3-4 years Use longer sentences of four to six words. 3-4 years Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	INTEREST TRAY 3-4 years Be increasingly independent as they get dressed and undressed	3-4 years Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one that is suggested to them.	0-3 years Understand and act on longer sentences. 3-4 years Use a wider range of vocabulary.	0-3 years Explore different materials and tools. 3-4 years Use one-handed tools and equipment.
Week 2	Understanding of the World			Expressive Arts and Design		
10/01/22	Focus: People who help us - Doctor/Nurse Text: Busy People – 'Doctor' and 'Busy Ambulance' by Lucy George (Fiction) People who help us Hospital (Power Point)					
	Show children the hospital power point. Ask children if they have ever been to hospital or visited hospital? What did they see? Who did they meet? Children to dress up as doctors and nurses in role play costumes. 3-4 years Show interest in different occupations.			Modrock Plaster Casts In small groups (2-3) children to "plaster" babies legs using modrock. Using small squares of modrock can the children use water and their fine motor skills to make their own plaster for the babies arms and legs. 0-3 years Manipulate and play with different materials.		

						
	Personal, Social, Emotional Development	Communication and Language	Physical Development	Personal, Social, Emotional Development	Communication and Language	Physical Development
		3-4 years Use a wider range of vocabulary. 3-4 years Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". 3-4 years Understand 'why' questions.		3-4 years Increasingly follow rules, understanding why they are important.	3-4 years Understand a question or instruction that has two parts, such as "Get your coat and wait at the door" 3-4 years Use talk to organise themselves	3-4 years Use one-handed tools and equipment.
Week 3	Understanding of the World			Expressive Arts and Design		
17/01/22	Focus: People who help us - Dentist Text: Were Going to the Dentist – Campbell Books					
	<p>Introduce the dentist Ask the children do they know what a dentist does? Have any of them been to visit a dentist? What happened? Why is it important to visit the dentist regularly? What do they think would happen if they didn't clean their teeth or visit the dentist? Show the children the tuff tray set up as a mouth. Explain to them that it's very important we visit the dentist regularly. All children to take home toothbrush and toothpaste packs at end of the week.</p> <p>3-4 years Show interest in different occupations.</p> <p>INTEREST TRAY with dolls and tooth brushes and tooth paste to roll play cleaning teeth.</p> 			<p>Teeth in tuff tray Show the children the tuff tray set up as a mouth. Explain to them that it's very important we visit the dentist regularly and brush our teeth at least twice a day and today I need them to help me clean my teeth (in the tuff tray, made from plastic bottles, painted yellow set-in pink playdough) the children will need to use water and a toothbrush to remove the plague from their teeth.</p>		
	Personal, Social, Emotional Development	Communication and Language	Physical Development	Personal, Social, Emotional Development	Communication and Language	Physical Development
	INTEREST TRAY 3-4 Years Develop their sense of responsibility and membership of a community. Play with one or more other children, extending and elaborating play ideas.	3-4 years Use a wider range of vocabulary. 3-4 Years Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	INTEREST TRAY 3-4 Years Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	3-4 Years Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	3-4 Years Use a wider range of vocabulary	3-4 Years Use one-handed tools and equipment, for example, making snips in paper with scissors.
Week 4-5	Understanding of the World			Expressive Arts and Design		
24/01/22 31/01/22	Focus: People who help us - Police Text: People Who Help Us – Police Officer by Rebecca Hunter (non-fiction) Busy People – 'Police Officer' by Lucy George (Fiction)					

	<p>Police Car Beebots</p> <p>Talk to the children about moving toys. What toys do they have that move? How do they move? Tell the children that the car will move because they have batteries to give them lots of energy. The children will learn how to use a remote control to programme the cars to move forwards, backwards, left and right.</p> <p>3-4 years Explore how things work.</p> 			<p>Woven Paper Police Car</p> <p>Children to make their own woven paper police car. In mixed ability pairs support the children to weave the yellow and blue paper to make the pattern of the police car that will go behind the template. Children to cut out circles for wheels with adult support. Children to stick windows on when finished with support and discussion around where windows should go.</p> <p>Using wheeled toys to make paint print tracks</p> <p>The children are going to experiment with different painting techniques. They will use wheeled toys to paint tyres tracks onto black paper choosing from a range of colours. What happens to the colours if the tracks overlap? What colour would you make if the red and yellow crossed?</p> <p>3-4 years Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>3-4 years Explore colour and colour matching.</p>		
	<p>Personal, Social, Emotional Development</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Personal, Social, Emotional Development</p>	<p>Communication and Language</p>	<p>Physical Development</p>
	<p>3-4 years Talk with others to solve conflicts.</p>	<p>3-4 years Use a wider range of vocabulary.</p> <p>3-4 years Use talk to organise themselves and their play.</p>	<p>3-4 years Show a preference for a dominant hand.</p>	<p>Woven Paper Police Car</p> <p>3-4 years Select and use activities and resources, with help when needed</p> <p>Using wheeled toys to make paint print tracks</p> <p>3-4 years Select and use activities and resources, with help when needed</p>	<p>Woven Paper Police Car</p> <p>3-4 years Understand a question or instruction that has two parts</p>	<p>Woven Paper Police Car</p> <p>3-4 years Match their developing physical skills to tasks and activities in the setting.</p> <p>3-4 years Use one-handed tools and equipment.</p> <p>Using wheeled toys to make paint print tracks</p> <p>3-4 years Match their developing physical skills to tasks and activities in the setting.</p> <p>3-4 years Use one-handed tools and equipment.</p>
<p>Week 6</p>	<p>Understanding of the World</p>			<p>Expressive Arts and Design</p>		
<p>07/02/22</p>	<p>Focus: People who help us - Vet Text: Busy People – ‘Vet’ by Lucy George (Fiction)</p>					
	<p>Guess Who?</p> <p>Hide a small selection of animals in a box. Describe the animals to the children one by one. Identify key features of the animals such as how many legs, furry ears, nose/snout /beak and the country they live in. Can the children correctly guess the animal from the clues? Which is their favourite animal?</p> <p>INTEREST TRAY/ Copy of the text. A selection of animals and animal care items. A selection of costumes. Adult supported play, what do we need to do to look after animals/pets. Discuss which animals/pets come from eggs.</p> <p>3-4 Years Show interest in different occupations.</p> <p>3-4 Years Understand the key features of the life cycle of a plant and an animal</p>			<p>Paper Plate Animals</p> <p>Using paper plates can children make their own favourite animal. What animal will they choose? Why is this their favourite animal? Can they use scissors to cut out their animal? Provide a range of materials cotton wool, feathers and felt for feathers and fur. Also provide paints for mixing and colour mixing cards, do children know any of the colours that can be mixed to make other colours?</p> <p>3-4 Years Explore different materials freely, in order to develop their ideas about how to use them and what to make. Explore colour and colour-mixing</p> 		
	<p>Personal, Social, Emotional Development</p>	<p>Communication and Language</p>	<p>Physical Development</p>	<p>Personal, Social, Emotional Development</p>	<p>Communication and Language</p>	<p>Physical Development</p>
	<p>3-4 Years</p>	<p>3-4 years</p>		<p>3-4 years</p>		<p>3-4 years</p>

	Develop their sense of responsibility and membership of a community.	Use talk to organise themselves and their play.		Select and use activities and resources, with help when needed		Use one-handed tools and equipment.
Week 7	Understanding of the World			Expressive Arts and Design		
14/02/22	Focus: People who help us – Lollipop Lady Text: Learn About Road Safety Susie and Sam					
	<p>Introduce Lollipop Person Ask the children how did you get to school today? How did you cross the road? Did anyone help you to cross the road? Why do we need people to help us cross the road? Show the children the image of a lollipop person and explain that this week we will be looking at safely crossing the road.</p> <p>3-4 Years Show interest in different occupations.</p> 			<p>Lollipop Person Role Play Role play in outdoor area. Encourage small groups of children to use the outdoor road to “act out” crossing the road. How did you get to school today? How did you cross the road? Did anyone help you to cross the road? Why do we need people to help us cross the road? What does the lollipop person use to help us cross the road? Why does the lollipop person need a lollipop? What does the lollipop person wear?</p>		
	Personal, Social, Emotional Development	Communication and Language	Physical Development	Personal, Social, Emotional Development	Communication and Language	Physical Development
	3-4 Years Develop their sense of responsibility and membership of a community.	3-4 years Use a wider range of vocabulary.		3-4 years Play with one or more other children, extending and elaborating play ideas.	3-4 years Use talk to organise themselves and their play.	
Week 8	Understanding of the World			Expressive Arts and Design		
28/02/22	Focus: Pancake Day Text: Mix A Pancake Rhyme.					
	<p>Pancake Day Ask the children if they know anything about ‘Pancake Day’. Have their family talked about it? What happens on that day? Show the children the pancake rap. https://www.bbc.co.uk/cbeebies/watch/pancake-day-rap Give a simple explanation about ‘Pancake Day’ being a Christian celebration - ‘Shrove Tuesday’ or watch the video https://www.youtube.com/watch?v=mDQMr3hYCIo</p> <p>3-4 years Begin to make sense of their own life-story and family’s history.</p> <p>Pancake Toppings Tell the children that you have made lots of pancakes for them, however they will need to put some toppings on them. Show the children what toppings they can choose i.e., golden syrup, orange juice, strawberries, ice-cream or chocolate spread. Ask them if they liked their pancakes?</p> <p>3-4 years Talk about the differences between materials and changes they notice.</p>					
	Personal, Social, Emotional Development	Communication and Language	Physical Development	Personal, Social, Emotional Development	Communication and Language	Physical Development
	<p>Pancake Day 3-4 years Begin to understand how others might be feeling.</p> <p>Pancake Toppings 3-4 years Develop their sense of responsibility and</p>	<p>Pancake Day 3-4 years Understand ‘why’ questions. 3-4 years Use a wider range of vocabulary.</p> <p>Pancake Toppings 3-4 years Be able to express a point of view and to debate when they</p>	<p>Pancake Day 3-4 years Start taking part in some group activities.</p> <p>Pancake Toppings 3-4 years Use one-handed tools and equipment.</p>			

	membership of a community.	disagree with an adult or friend. 3-4 years Use talk to organise themselves and their play.				
Week 9-10	Understanding of the World			Expressive Arts and Design		
07/03/22 14/03/22	Focus: People who help us - Firefighter Text: A Day in the Life of a Firefighter by Heather Adamson Busy People – ‘Firefighter’ by Lucy George					
	Visit from a firefighter Why do we need firefighters? What does a firefighter do? Talk about the different job's firefighters do (fighting fires, helping in RTAs, fitting smoke alarms, rescuing animals) What does a firefighter wear? Children to explore firefighter’s uniform what do they notice about it? Children to try on tabard and helmet for pictures. What should you do if there is a fire in your home? What do we do at school to keep us safe in case there is a fire? Children can ask firefighter their own questions.			Colour Mixing In small groups using shaving foam and red and yellow powder paint children to use pipets to colour mix (to look like fire). What do they notice when the colours are mixed? How does it feel? Can the children hold the pipet correctly once shown?		
						
	INTEREST TRAY/ Can children put out a fire? Using water spray bottles can children ‘put out’ the chalk/paint fire.					
	Personal, Social, Emotional Development	Communication and Language	Physical Development	Personal, Social, Emotional Development	Communication and Language	Physical Development
	3-4 Years Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting.	3-4 Years Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?	3-4 Years Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	3-4 Years Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Play with one or more other children, extending and elaborating play ideas.	3-4 Years Use a wider range of vocabulary. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?	3-4 Years Use one-handed tools and equipment, for example, making snips in paper with scissors. Show a preference for a dominant hand.
Week 11	Understanding of the World			Expressive Arts and Design		
21/03/22	Focus: Mothers Day Text:					
	Why do we celebrate Mothers Day? Ask the children if they know what Mother’s Day is and why we celebrate it. Circle Time – children take it in turns to tell the class why they think their mummy/carer is special/why they love her/ what she does for them.			Mothers Day Cards 		
	3-4 Years			Explain to the children that we are going to make Mothers Day Cards for them to give to their Mummy/carer. The children will use the Primary colours to do some colour mixing to make orange, green or purple to paint the pot/vase. They will choose from a variety of materials to create the stem and then use their thumb and fingers to print on the flowers. The children will then be encouraged to write their name inside of the card. HAP’s to copy ‘To Mummy’ on the inside of the card. 3-4 Years		

	Continue to develop positive attitudes about the differences between people.			Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore colour and colour-mixing		
	Personal, Social, Emotional Development	Communication and Language	Physical Development	Personal, Social, Emotional Development	Communication and Language	Physical Development
	3-4 Years Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	3-4 years Use longer sentences of four to six words. 3-4 years Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions		3-4 years Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.		3-4 years Choose the right resources to carry out their own plan. 3-4 years Use one-handed tools and equipment. 3-4 years Use a comfortable grip with good control when holding pens and pencils.
Week 12-13	Understanding of the World			Expressive Arts and Design		
28/03/22 04/04/22	Focus: Easter Celebration Text:					
	Chocolate Nests Talk about Easter being about new life (babies being born) such as chicks hatching out of eggs. They will make a nest for their chocolate eggs.  Ingredients For Your Easter Nests You Will Need: 100g Shredded Wheat 250g milk chocolate 2tbsp golden syrup 75g butter, softened 1 x 100g bag of Mini Eggs Method Method Line a 12-hole muffin tray with paper cases. Melt the milk chocolate, golden syrup and butter in a small glass bowl over a saucepan of gently simmering water. Stir regularly with a wooden spoon until the mixture is completely melted and glossy with no lumps. Break up the Shredded Wheat into small pieces in a large bowl using your hands. Pour the melted chocolate mixture into the bowl with the Shredded Wheat and mix with the wooden spoon until all the Shredded Wheat is covered in the melted chocolate. Spoon the mixture into the 12 cases, dividing evenly. Use your index finger to create a well in the centre of each nest. Add a few Mini Eggs to each nest. Leave to cool and in the fridge for 2 hrs. <ul style="list-style-type: none"> Use this opportunity to talk about eating healthy foods; chocolate can be eaten but not too often as it is sugar/fat – link again to brushing teeth to keep them strong. 3-4 years Explore collections with similar and/or different properties.			Easter Songs The children will learn some simple Easter songs to perform to their parents. They will sing 'Spring Chicken' and 'Chick, Chick Chicken' and do the actions to the songs. Listen to the song and watch the video 'Spring Chicken' https://www.youtube.com/watch?v=IEey4LZLeGw Listen to the song 'Chick, Chick Chicken' on Mr Tumble https://www.youtube.com/watch?v=BUBq5RsIYDg 3-4 years Remember and sing entire songs.		
	Personal, Social, Emotional Development	Communication and Language	Physical Development	Personal, Social, Emotional Development	Communication and Language	Physical Development
	Easter Nests 3-4 years Increasingly follow rules, understanding why they are important.	Easter Nests 3-4 years Can start a conversation with an adult or friend and continue it for many turns.	Easter Nests 3-4 years Make healthy choices about food, drink, activity and tooth brushing.	Easter Songs 3-4 years Increasingly follow rules, understanding why they are important.	Easter Songs 3-4 years Sing a large repertoire of songs.	Easter Songs 0-3 years Clap and stamp to music. 3-4 years

						Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
--	--	--	--	--	--	----------------------------------------------------------------------------------------------------------------------