

## MEDIUM TERM PLANNING: EYFS

Title: *Are We Nearly There Yet?*

### Sparkly Starter:

Pyjama party! Children to come in PJS with their favourite bedtime story.

### MAIN THEMES & TEXTS:

Can't you sleep little bear?

Man on the moon

The Light housekeeper's lunch

Ten in the bed

### CONTINUOUS PROVISION/ OUTDOOR:

- **ROLE PLAY-** children to construct their own role-play using the materials. Add pillow, clock and blankets for children o choose to recreate bedtime routines.
- **CONSTRUCTION/ SW** - building beds, rooms, rockets.
- **Water** - dark water, reflective toys, boats, and other water vehicles. Glittery water/dark water as lights to make shadows in water.
- **ICT** – simple programs for children to complete. Paint programs to make night time pictures, word searches and phonic/number games.
- **Investigate** – light and dark, time and clocks, reflective clothing, natural and unnatural light sources.

### EXPRESSIVE ARTS AND DESIGN

Night sky and looking at the painting of 'The Starry Night'. Children to make their own star pictures (display). Painting on black or white paper using black and white paints. Investigating colour mixing of black and white to make shades of grey. Printing white stars on black paper to create the night sky. Mark-making using black pens on white paper, or white chalk on black paper.

### PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Finger puppets/ owl sock puppets. Read stories about bedtime – discuss positive and negative feelings about going to sleep. Add some toys that make light by using electricity. Add magnifying glasses for the children to investigate how they work. Leave out junk-modelling materials for children to make a dark tunnel for a Bee-Bot. They will have to carefully work out the correct number of spaces it will need to move inside the tunnel. Continue to make relationships, build confidence in sharing to the class and in groups and to resolve conflicts independently.

### COMMUNICATION AND LANGUAGE

Making shadow puppets – retelling stories, using creative story language through imaginative play.

Play bedtime stories and lullabies. Children to learn a lullaby.

Children to learn vocabulary link to bedtime, space and light and dark.

### LITERACY:

Phonics – Review set 1 sounds and continue to teach set 2 sounds. Continue with group ditties.

#### Reading:

Class stories, one to one reading, posters and relevant stories in reading corner. Guided reading in groups.

Writing: continue handwriting and building sentences in RW1. Children to have independent opportunities to practice writing. Children to be writing labels for their work and writing CVC words. Children to begin to learn about descriptive sentences.

Focus on – finger spaces, capitals and full stops.

RE – Understanding Christianity F2 God and Creation

### PHYSICAL DEVELOPMENT

Why do we need to look after our teeth? Bedtime routines and the importance of sleep. Exploring different ways of travelling- under, around, over and through apparatus. Continue with handwriting and fine and gross motor activities to improve skills.

### MATHS: Continue using Numicon Firm Foundations.

Number- Reciting numbers, counting back, and ordinal numbers. Begin to estimate quantities, e.g. choose from 5, 10 or 20, count actions and sounds. Say the next number (without counting from 1). Add 1 to any number. Add 2 to any number up to 10. Read the corresponding addition.

Space shape and measure - Sort and describe 2D shapes, symmetry, name rectangles, squares, circles and triangles, sort other objects using given criteria. Continue a repeating pattern with three colours/shapes/objects and symmetrical patterns.

### UNDERSTANDING THE WORLD

Sorting clothes – ones to wear at night and in the day

Looking at opposites (sun and moon)

What are stars?

Animals you would see in the days and the ones at night

Road safety – testing materials that would be good to wear at night.

Sensory tent.

PSHE- Learning about other people's beliefs and customs, respect. Celebrations from different cultures.

### Fabulous Finish:

Shadow chalk art outside.