EYFS Medium Term Topic Plan – Spring 1 - Toys

	Wk 1 – 8.1.24	Wk 2 – 15.1.24	Wk 3 – 22.1.24	Wk 4 – 29.1.24	Wk 5 – 5.2.24	
People, culture and communities	Intent: Begin to explain what our school is like. To identify some features. Implementation: What is it like in our school? What rooms do we have, toys, equipment and people? Explore and make a list together. Show children a different school. What do we notice? Can we identify any similarities or differences? Impact: Begin to explain some similarities and differences between life in this country and life in other countries	Intent: To understand what a map is and how we can use it to locate countries in the world. Implementation: Show children a world map and explain to it shows all the countries in the world and where they are in relation to each other. Locate us? What is near us? Talk about the size of the UK and other countries. Discuss similarities and differences together. Colour their own map. Impact: Draw on knowledge of maps and discuss similarities and differences between different countries.	Intent: What is it like in our school grounds and Town? Compare to Africa (relate back to contrasting classroom from lesson 1). Implementation: Walk down around the school with clip boards to map different areas, field, playground, nature garden, woods. Explore and discuss. Introduce 'Handa's Surprise'. Impact: To begin to explain features of our school and begin to explain features of life in contrasting locality – Africa.	Intent: Begin to explain some similarities and differences between life in this country and life in other countries. Implementation: Look at pictures of life in Africa and photos taken of our school/Town. Children discuss similarities and differences. Record together. Draw a picture to show something that is the same. Impact: Children can explain differences and identify similarities between countries.	Intent: To use knowledge from fiction to learn more about another culture Implementation: Share and enjoy 'Handa's Surprise' and topic box. Review learning on similarities from their drawings in lesson 5. Model writing a sentence to explain a similarity or difference using their ideas. "I can see the trees/park/people/sea/beach /sand/town/grass. Offer opportunity for independent write. Impact: To explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories.	
Past and Present	Intent: Begin to recognise and explain some similarities and differences. Implementation: Read and enjoy Dogger. Look together at an old teddy bear. What do we notice? Record features of old bear together. Impact: To talk about similarities and differences	Intent: To understand that things in the past have already happened. Implementation: Discuss things that have already happened e.g Christmas, Birthdays, lunch, breakfast. Explain that the past can also be a long time ago e.g. when they were born, baby Jesus etc. Review Dogger and look again at our old bear. How old do we think the bear is?	Intent: Know some similarities and differences between things in the past and now. Implementation: Unwrap different toys and discuss whether we think they are old or new. Sort and give reasons. Impact: Applying knowledge or same/different to sort toys.	Intent: Know some similarities and differences between things in the past and now. Implementation: My First Museum - CBeebies - BBC Introduce concept of showing others about old toys. Select the old toys from your basket. How do they know it is old? Small groups to select and adult to scribe reasons for displaying old toy.		

		Look at a new bear? What is different/same? Impact: I can talk about similarities and differences between old and new.		Painting old toys, to encourage closer observation. Impact: I can talk about old toys and identify features.		
Being Imaginative and FM	Intent: To use a range of small tools. Implementation: To investigate different tools for printing. Lego bricks, cars, trucks, duplo, mobile, kid knex. Select different tools to print with on large collaborative picture. Impact: To discuss prints made by different tools and select tools independently and discuss effect.	Intent: To invent, adapt and recount narratives and stories with peers and their teacher. Implementation: Share and enjoy Dogger. Sequence story. Impact: To retell and recount a known story.	Intent: To invent, adapt and recount narratives and stories with peers and their teacher. Implementation: Sequence story of Dogger and discuss favourite parts. TTYP. Draw picture of favourite part in story. Impact: To recall different parts of a known story.	Intent: To invent, adapt and recount narratives and stories with peers and their teacher. Implementation: Old bear has gone missing!! What can we do?? Model writing a missing poster. Go looking for old bear – find him. How did we feel? How did Dave feel in the Dogger story? Impact: To relate to a known story and empathise with the main character.	Intent: To invent, adapt and recount narratives and stories with peers and their teacher. Implementation: Share and enjoy Dogger story. How did Dave feel? How did we feel when old bear went missing? Record on board. Retell with a partner the story of Dogger. Impact: To recount a story and key features with a partner and teacher.	
C/WR/W						
Writing and FM	Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a Ted, model labelling using RWI format. Impact: Children hold pencil effectively and write simple CVC words. Drawing Club	Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a van, model labelling using RWI format. Impact: Children hold pencil effectively and write simple CVC words. Drawing Club	Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a bus, model labelling using RWI format. Impact: Children hold pencil effectively and write simple CVC words. Drawing Club	Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a bat, model labelling using RWI format. Impact: Children hold pencil effectively and write simple CVC words. Drawing Club	Intent: Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Implementation: Label a picture of a toy using tripod grip. Model writing process. Picture of a doll, model labelling using RWI format. Impact: Children hold pencil effectively and write simple CVC words. Drawing Club	
GM/PE	Intent:	Intent:	Intent:	Intent:	Intent:	

	Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast	Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast	Negotiate space and obstacles safely, with consideration for themselves and others. Implementation: Twinkl PE – Mr Keast	Demonstrate strength and balance when playing. Implementation: Twinkl PE – Mr Keast	Demonstrate strength and balance when playing. Implementation: Twinkl PE – Mr Keast	
Self-regulation and Managing self Jigsaw – Dreams and Goals	Intent: I understand that if I persevere I can tackle challenges Implementations: Set up different challenges for children this can be maths linked, mini obstacle courses in PE. Take pictures of children doing the challenges or over coming problems when playing.	Intent: I can tell you about a time I didn't give up until I achieved my goal. Implementation: In pairs or in groups, ask children to think of something they have done that they found tricky to start with but with practice and never giving up they managed to do it. Provide a couple of examples like learning to walk, riding a bike. Pass Jigsaw Jenie around the children and allow them to express their experience of never giving up. As each child shares their experience, elaborate more on the process involved of always trying, keep practising and never giving up until you can do it.	Intent: I can set a goal and work towards it. Implementation: Go around the circle and get children to share their idea of what they would like to get better at. Explain how this is going to become their goal. Write the children's ideas down and create a display with their ideas.	Intent: I can use kind words to encourage people. Implementation: Role-play with two grown-ups. One grown-up is busy doing something and the other grown-up begins to say negative things about how they are doing, putting their abilities down. How do you feel when people say horrible things to you? How do you feel when someone says something nice to you? Model and take turns to say something nice about someone in the class.	Intent: I understand the link between what I learn now and the job I might like to do when I'm older. Implementation: Get the children to close their eyes and lie down. Describe to the children that they are going on a journey into the future. Describe being on a rocket taking off and zooming through time. Jigsaw Jenie shows children a box (or bag) containing all the picture word cards of jobs done by adults. Explain that the children are now adults and that they need to have a job. Pick one child to select from the box. That child then has to try to act out the job on that card for the other children to guess.	Intent: I can say how I feel when I achieve a goal and know what it means to feel proud. Implementation: Talk about our goals we set in lesson three. What have we achieved, what are we proud of? Present each child with a special footprint. They make a design on it of one achievement they are proud of this term. (This will be slotted into week 5 throughout the week).
Discovery RE	Intent: Learn about how people celebrate. Celebrating New Year. Implementation: Listen to 'Auld Lang Syne'. Explain that it means 'times gone by'. Talk about New Years resolutions. Read a children's poem about New Year's Day. Talk about the things they would like to do	Intent: Learn about how people celebrate. Chinese New Year Implementation: Children will explore pictures/ masks of rat, ox, tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and pig from the Chinese New Year story. Show children a world map and identity UK	Intent: Learn about how people celebrate. Chinese New Year. Implementation: Recap the story. Talk about how Chinese New Year is a special time to think about family and clean and organise. Talk about how it would feel to make these	Intent: Learn about how people celebrate. Celebrating Persian New Year. Implementation: Show the children a large map – where is UK and where is Iran? Look at pictures of Spring/ Summer and sort into groups. Explain Nowruz – celebrating Spring as their	Intent: Learn about how people celebrate. Celebrating Persian New Year Implementation: Recap story and talk about Haji Firuz hat. Talk about fire jumping dance. Discuss how real fire is dangerous. What was your favourite part of the story?	Intent: Learn about how people celebrate. Holi. Implementation: Look at world map – UK and India. Explain Holi starts with burning rubbish. Read Holi story and show Rangoli patterns and paint throwing pictures – how are these people feeling?

	from the poem. Children will think about what they would like to achieve this year.	and China. Children listen to the story and re-tell. Ask children how does it feel when you work hard to do something and achieve it or not? Does it make it easier/better when you work together like some of the animals did?	preparations. Ask children what they celebrate.	new year. Read the story of 'The Flowers Came, Spring Arrived: A Nowruz Story'. Talk about what are you most looking forward to about Spring.		(This will be slotted into week 5 throughout the week).
LA/U/S Story starts and Nursery rhymes	Story time

Hey diddle diddle | Story time

five currant buns | Story time

five little men | Story time

Hey diddle diddle, five currant buns, five little men | Story time

1,2,3,4,5, | Story time

Hey diddle diddle, five currant buns, five little men, 1,2,3,4,5 |
| Music | Monday – Charanga Unit 'Everyone' | | | | | |
| LA/U/S

Favourite 5

Class reader | Guess how much I love you
Harry and the Bucketful of Dinosaurs
Handa's Surprise
Peace at Last
The Smartest Giant in Town

Dogger | | | | | |