



Hujjat Primary School

EYFS Medium Term Plan

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Allah Loves Us	Superheroes	Reach for the Stars	Under the Sea	Once Upon a Time	Creepy Crawlies
Communication and Language	Listen to a familiar story or adult for short periods with support; show interest through actions, gestures or words. Respond to their name and simple instructions during familiar classroom experiences. Comment on familiar stories or experiences using words, phrases, gestures or actions. Answer simple questions and begin asking questions with encouragement. Engage in simple exchanges with familiar adults; respond to questions and begin taking turns with support. Share needs, preferences and ideas in play and one-to-one talk, using familiar words and simple phrases. Talk about what they see and experience; describe what is happening and begin using simple present-tense sentences and new vocabulary from texts and topics.	Listen to stories and discussions with increasing attention and respond appropriately. Follow simple instructions and respond with relevant actions, comments or answers. Make simple comments about stories; answer who, what and where questions and begin asking questions when curious or unsure. Have short conversations with adults and familiar peers; respond to comments and begin waiting and listening for a turn. Share ideas in one-to-one and small-group talk; begin contributing to class discussions and try new topic or story words with modelling. Talk about events in stories and everyday life; begin giving simple reasons using 'because' with adult modelling and make simple predictions.	Attend for increasing periods and respond to stories, experiences and topics. Follow two-step instructions with support and increasingly independently. Comment on key events, characters and information; answer questions and ask questions to find out more. Participate in short back-and-forth conversations, taking turns with increasing independence and asking related questions. Participate with increasing confidence across contexts; offer ideas and opinions, use recently introduced vocabulary and begin building on others' ideas. Offer simple explanations about stories, investigations and experiences; begin using 'because' and topic vocabulary with support.	Maintain attention in whole-class and group activities and respond to others' contributions. Follow sequences of instructions with increasing independence. Make relevant comments about stories and discussions; answer how and why questions with support and ask questions to check understanding. Sustain conversations over several exchanges; listen, respond and introduce ideas or follow-up questions. Contribute relevant ideas and opinions; use new vocabulary appropriately and begin explaining thinking and responding to others. Communicate in full sentences with increasing independence; use past, present and emerging future tenses and link ideas with 'and', 'because' or 'but'.	Listen attentively and respond with relevant questions, comments and actions. Ask questions and build on peers' ideas during discussions. Make thoughtful, relevant comments and answer using information heard; independently ask questions to clarify or extend understanding. Converse confidently with a range of adults and peers, sustaining exchanges through questions and relevant contributions. Confidently contribute in one-to-one, group and class discussions; independently use recently introduced vocabulary and develop ideas. Independently explain why things might happen, using connectives such as 'because', 'so' and 'when' and relevant new vocabulary. Express ideas and feelings confidently in full sentences, using tenses with increasing accuracy and a range of conjunctions to extend accounts.	Sustain attention appropriately and respond thoughtfully to stories and discussions; independently ask relevant questions and contribute as an active listener. Confidently comment on stories, information and discussions; demonstrate understanding in responses and independently ask meaningful clarifying or extending questions. Independently initiate and hold meaningful conversations, taking turns and responding to and building on what others say. Participate confidently across contexts, independently sharing and developing ideas and using relevant vocabulary from stories, non-fiction and learning. Confidently explain and discuss possible outcomes, justify predictions and appropriately use vocabulary from stories, non-fiction, rhymes and poems. Express experiences, ideas and feelings clearly in full sentences, using past, present and future tenses and conjunctions to link and extend ideas, with modelling and support as appropriate.
Early Learning Goal	<u>Listening, Attention and Understanding</u> 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.					



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	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. <u>Speaking</u> 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					
Literacy	Engage in conversations about stories and encounter new vocabulary. Join in with repeated language, rhymes and familiar story talk. Notice words with the same initial sound, such as names and familiar topic words. Phonic content follows the current Little Wandle teaching sequence.	Engage in extended conversations about stories and new vocabulary, talking about characters, events and meanings. Sequence and retell familiar stories using pictures, props, actions and their own words. Use illustrations, story patterns and what has	Retell stories and discuss non-fiction, rhymes and poems through role play and small-world play, using key vocabulary. Read books matched to secure Little Wandle phonic knowledge to build confidence, word-reading fluency, understanding and enjoyment.	Retell stories, non-fiction, rhymes and poems through role play and small-world play with increasing detail and relevant vocabulary. Anticipate key events in stories using what is known about characters, settings and	Talk about characters, events and settings in stories they have listened to, using recently introduced vocabulary and props/materials for role play. Retell familiar stories and narratives using their own words, increasingly independently and in a coherent sequence.	Demonstrate understanding by retelling stories and narratives in their own words and using recently introduced vocabulary during discussion and role play. Anticipate key events in stories where appropriate, drawing on narrative patterns, character actions and what has already happened. Demonstrate the Word Reading ELG while continuing to follow Little Wandle: say a sound for



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	Write all or some of the letters of their name and develop increasingly recognisable letter forms through meaningful writing opportunities. Talk about familiar stories, recalling characters or events and beginning to retell parts using their own words and story vocabulary. Apply the grapheme-phoneme correspondences taught through Little Wandle to recognise sounds and begin blending where appropriate within the programme.	already happened to anticipate what might happen next. Begin to form lower-case letters accurately, prioritising the letter formation taught through the school handwriting/phonics approach. Apply the Little Wandle GPCs taught so far to say sounds and blend to read words consistent with current phonic knowledge. Begin to represent sounds in writing and write simple	Begin to read common exception/tricky words that have been taught through the Little Wandle programme within matched texts. Write recognisable letters matched to the school's phonics/handwriting programme, with increasingly accurate formation. Blend and segment orally, identify sounds in words and represent them using taught letter-sound correspondences.	story structure. Continue the Little Wandle progression, recalling taught GPCs and sound-blending words consistent with current phonic knowledge. Read simple sentences and fully decodable books matched to secure Little Wandle phonic knowledge, including taught common	Anticipate key events where appropriate and explain predictions using information from the story. Through the current Little Wandle sequence, consolidate taught letter sounds and digraphs and apply them automatically when sound-blending words. Read aloud simple sentences and books consistent with secure phonic knowledge, including taught common exception/tricky words, with growing fluency.	each letter in the alphabet and at least 10 digraphs. Read words by sound-blending and read aloud simple sentences/books consistent with phonic knowledge, including some common exception words. Write recognisable letters, most correctly formed, and spell words by identifying sounds and representing them with a letter or letters. Write simple phrases and sentences that can be read by others, applying secure phonics knowledge independently in meaningful contexts.
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	Begin to hear sounds in familiar words and represent sounds using letters or graphemes that have been explicitly taught through Little Wandle.	words, including CVC words where these are consistent with the Little Wandle sequence.	Apply taught phonics to begin writing meaningful words, labels, captions or short phrases that can increasingly be read by others.	exception/tricky words. Spell words by identifying the sounds in them and selecting taught letters or graphemes to represent those sounds. Write recognisable letters and use taught phonics to compose phrases and begin simple sentences that can be read by others.	Independently segment words and represent identified sounds using the letters or graphemes taught through Little Wandle. Write simple phrases and sentences that can be read by others, with recognisable letters and increasingly accurate formation.	
Early Learning Goal	<u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.					



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	Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play <u>Word Reading</u> 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. <u>Writing</u> 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.					
Maths	Establish mathematical routines through counting, noticing quantities, songs, games and practical provision; observe children's starting points without turning baseline into a test. Match objects that are the same, sort by a chosen	Explore circles and triangles through sorting, building and describing; notice properties in different sizes and orientations. Use positional language accurately in practical play, construction and movement.	Introduce zero as an amount; consolidate representations, subitising and comparison of 0-5. Deepen composition within 5 and begin fluent recall of familiar parts and whole relationships.	Compare and order length and height using direct comparison and appropriate mathematical language. Sequence familiar events and use everyday language	Build teen numbers as ten and some more; recognise the stable pattern of the counting sequence beyond 10. Practise verbal counting beyond 20 and notice recurring patterns in number names and sequences.	Share and group quantities practically, distinguishing sharing equally from making groups. Explore equal distribution, pairs and odd/even structures within numbers to 10. Use spatial reasoning to visualise, build from representations and make



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	attribute and explain similarities and differences. Compare small groups using more, fewer and the same; encourage one-to-one correspondence rather than relying only on visual size. Use practical play to introduce comparative language for size, mass and capacity before the fuller Spring measure block. Notice, copy and continue simple repeating patterns using objects, sounds, actions and movement.	Represent 1-5 using objects, fingers, numerals, marks and structured images; continue subitising within 5. Compare quantities and numbers within 5 using more, fewer, greater, less and the same. Explore part-whole structures for numbers to 5 and notice that a whole can be composed in different ways. Explore squares, rectangles and other four-sided shapes through	Compare mass and capacity practically, using appropriate vocabulary and increasingly careful reasoning. Represent, compare and compose 6, 7 and 8, connecting them to 5 and smaller parts. Explore pairs and equal groups of two; notice and represent doubles within the taught number range. Combine two groups to find a whole, using objects and structured	related to time and duration. Build secure representations and composition of 9 and 10, connecting to 5-and-a-bit structures and comparison. Explore bonds to 10 and strengthen automatic recall of bonds to 5 and selected bonds/doubles to 10. Name, describe, sort and use 3-D shapes in	Explore change in quantity by adding more or taking away, reasoning from known parts and number relationships. Investigate how shapes can be combined, separated and rearranged to make new shapes. Develop spatial reasoning by rotating, flipping and selecting shapes to fit spaces or solve practical problems. Recognise shapes within shapes while continuing fluent subitising, composition and	simple maps of familiar or imagined spaces. Follow and give directions, describe routes and use maps/representations with increasing precision. Apply mathematical knowledge across contexts, selecting useful representations and explaining connections rather than treating concepts as isolated blocks. Consolidate ELG knowledge through continuous provision and problem solving. Use money only as meaningful school enrichment/role play, not as a replacement for White Rose Reception blocks.
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	Connect numerals, quantities, fingers, marks and representations for 1, 2 and 3; strengthen perceptual subitising.	construction, sorting and comparison. Copy, continue and create repeating patterns while maintaining daily subitising and composition practice within 5.	representations rather than formal written calculation.	practical construction and problem-solving. Create patterns with shapes and revisit doubles, odd/even structures and subitising through daily Mastering Number sessions.	number-bond practice through Mastering Number.	
Early Learning Goals	<u>Number</u> 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. <u>Numerical Patterns</u> 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.					



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Personal Social Emotional Development	Introduce Compassion-saurus and positive learning behaviours: having a go, persisting, asking for help and working towards a simple goal.	Introduce Respect-a-saurus and revisit resilient learning behaviours, celebrating effort and respectful responses to different strengths.	Introduce Service-saurus and connect positive learning behaviours with helping, contributing and noticing what others need.	Introduce Grati-saurus and link gratitude with positive learning attitudes, recognising effort, progress and support from others.	Introduce Integri-saurus and connect perseverance with honesty, responsibility and doing the right thing even when a task is difficult.	Introduce Excel-a-saurus and reflect on effort, independence, resilience and striving to do one's best rather than being perfect.
	Build belonging and understanding of classroom routines, expectations and reasons for simple rules; practise listening and following linked instructions.	Develop independence in handwashing, toileting routines and keeping the body clean; understand why hygiene matters.	Deepen emotional vocabulary and practise choosing regulation strategies with less adult prompting, including when waiting or disappointed.	Build confidence to approach unfamiliar activities, recognise nervous feelings and use strategies to have a go.	Sustain effort for longer, cope with mistakes and independently select strategies to overcome difficulty.	Understand the importance of a balanced range of foods and drinks and make simple healthy choices.
	Identify trusted adults, form secure positive attachments and know how to seek help for themselves or someone else.	Learn simple pedestrian safety rules, listen carefully near roads and explain why safety instructions must be followed.	Progress from two linked instructions towards instructions involving several ideas or actions while	Recognise unkind behaviour, understand that bullying is repeated,	Explain reasons for rules, recognise right and wrong and consider consequences before choosing how to behave.	Consolidate independent self-care, belongings, routines and problem-solving in preparation for transition.
					Set, work towards and review a simple goal, practising patience, delaying immediate wants and persevering.	Prepare emotionally and practically for the next class/year, using supportive relationships
					Develop age-appropriate body awareness, name	



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	Recognise and name feelings, notice body clues and begin using simple strategies to regulate behaviour and impulses. Practise kindness, sharing, cooperation, waiting and turn-taking while noticing the needs and feelings of others.	Explore right and wrong, consequences and using stop-think-choose before acting; practise controlling immediate impulses. Develop perseverance when tasks go wrong or feel difficult; try another way and seek appropriate support. Learn age-appropriate online safety rules, including keeping personal information private and telling a trusted adult if	maintaining focused attention. Increase independence with coats, shoes and common fastenings, recognising when help is needed. Work cooperatively towards a shared outcome, taking turns, listening, waiting and considering others' ideas and needs.	know safe assertive responses and tell a trusted adult. Notice other people's feelings and needs and choose caring, inclusive and helpful responses.	body parts and senses and connect body care with personal needs and wellbeing. Understand privacy, personal boundaries and body autonomy in an age-appropriate way; know to tell a trusted adult if something feels uncomfortable. Recognise ways they have grown and changed and use emotional-regulation strategies when change feels exciting or worrying.	and regulation strategies to manage change. Reflect on progress, hopes and future goals while recognising personal strengths and the importance of caring relationships.
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		something worries them.				
Early Learning Goal	<u>Self-Regulation</u> 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. <u>Managing Self</u> 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. <u>Building Relationships</u> 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.					
Physical Development	Explore personal space and safe movement; practise mounting/dismounting tricycles; build hand strength through playdough and mud-kitchen squeezing/stirring.	Develop safe scooter push-glide, steering and stopping; strengthen dexterity using small construction with wooden bricks, Octoplay and foam bricks, plus	Refine pedalling, steering and stopping around increasingly defined routes; consolidate effective tripod-style pencil grip where developmentally appropriate.	Develop two-handed catching and controlled underarm throwing using bean bags; refine pencil pressure and precision.	Navigate longer scooter/tricycle routes with controlled speed, steering and stopping; sustain effective pencil grip and fluent control.	Independently choose tricycle or scooter and navigate routes with controlled speed/direction; maintain effective pencil grip and fluent control. Refine skipping and coordinated movement through hoop patterns;



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	Respond to stop/start signals while travelling between hoops; develop shoulder/arm control through large marks in outdoor, water and painting areas. Develop balance on low beams and tyres; strengthen finger dexterity through threading, pegs and tweezers. Run safely around hoops/cones and avoid others; develop comfortable pencil grip and controlled pre-writing movements. Develop two-footed jumping between	role-play fastenings. Travel across beams and tyres and jump down safely; progress from snipping to cutting along straight lines. Develop underarm throwing using bean bags and hoop targets; use brushes with increasing precision. Develop pedalling, steering and stopping around a simple route; strengthen pencil control through repeated patterns.	Develop power and safe landing by jumping between hoops and from low safe crate platforms; coordinate controlled pencil movements used in letter formation. Develop single-leg balance/hopping around or while transporting bean bags; increase scissor accuracy along curves. Build strength and coordination by moving across/up the climbing wall using planned	Coordinate balance, push-glide, steering and stopping around obstacles; cut increasingly complex outlines accurately. Coordinate rolling, throwing and catching balls with a partner; refine bilateral coordination through threading and role-play fastenings. Improve throwing accuracy at	Develop rhythmic hopping and skipping through hoop pathways; cut around detailed shapes with control. Create linked balance sequences using beams and tyres; draw from observation with accuracy and care. Negotiate climbing wall, crates and obstacles while adapting route/speed; independently select appropriate tools/resources from sand, water, mud kitchen, construction or creative areas.	use scissors accurately for purposeful tasks. Independently plan and negotiate climbing/obstacle challenges; draw with accuracy, care and detail. Adapt movement with consideration for others during ball/bean-bag games; independently select and control appropriate tools and construction resources across provision. Combine beams, tyres, crates, hoops and climbing in a self-chosen challenge; apply precise hand control in sand, water, mud-kitchen and construction tasks. Apply the full range independently through wheels, climbing, beams, balls, hoops, tyres/crates,
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	hoops/over low markers and safe landing; introduce safe scissor handling and snipping. Build strength and coordination using safe hand/foot holds on the climbing wall; control different paintbrush sizes. Combine beams, tyres, crates, hoops and climbing in a simple obstacle sequence; independently choose familiar fine-motor and construction tools.	Coordinate rolling/kicking balls into hoops; develop independent spoon, fork and child-safe knife use in snack/role-play/mud kitchen. Negotiate a more varied obstacle route using crates, tyres and beams; draw recognisable forms with increasing accuracy and care.	holds; manipulate zips/buttons and dressing-up fastenings in role play. Sustain balance on beams/tyres with pauses, turns or carrying a bean bag; draw with greater accuracy and detail. Combine scooter travel with dismounting, hoops, beams and simple obstacles; independently choose/use small tools and construction resources across sand, water, mud kitchen, construction and	hoop targets from different distances; use fine brushes/tools for controlled details. Travel across tyres/crates while controlling body position; develop fine-motor control through scooping, pouring, filling and transferring in sand/water. Apply spatial awareness, balls/bean bags/hoops	Apply coordination, spatial awareness and cooperation in ball/hoop games; sustain pencil control for longer writing/drawing tasks. Demonstrate strength/coordination on the climbing wall; use small utensils precisely for stirring, scooping, pouring, cutting/spreading in mud-kitchen or food-tech play. Combine tricycles/scooters, beams, tyres, crates, hoops and climbing in self-directed challenges; apply	sand, water, mud kitchen, construction and role play: safe space, energetic movement, strength/balance/coordination and accurate tool use.
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			creative provision.	and simple rules in team play; independently use pencil, scissors, brushes and cutlery.	pencil/tool skills independently.	
Early Learning Goal	<u>Gross Motor Skills</u> 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. <u>Fine Motor Skills</u> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.					
Understanding the World	Become familiar with the classroom and school environment, recognise key adults and begin following simple daily routines with support. Build on transition learning by becoming more	Recognise people who help us in our community and understand who helps us to stay healthy, safe and in an emergency. Explore what it means to be a hero and recognise the	Introduce space and planet Earth, recognise Earth as the planet we live on, and use globes and maps to explore land, sea and the continents. Observe and describe day and night and	Identify and name a range of animals and explore the different habitats in which they live, beginning to understand that animals live in environments	Explore different types of homes and compare homes from the past and present, noticing similarities and differences in their appearance, materials and features.	Recognise ways we can care for our bodies, with a focus on healthy eating, exercise and sleep. Build on healthy-body knowledge by understanding personal hygiene, dental care and healthy routines, and becoming more independent in caring for ourselves.



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	independent with routines, understanding simple classroom expectations and recognising our role within the school community. Develop children's sense of identity by talking about themselves, carefully observing their own features and recognising similarities and differences between themselves and others. Understand the idea of community, explore the children's Hujjat community and identify trusted adults and people	actions and qualities of people who help others. Understand how we can look after our bodies through healthy food, exercise, hygiene, sleep and other healthy choices. Recognise that emergency services have changed over time and compare vehicles, uniforms and equipment from the past with those used today. Investigate light and sound through practical exploration and	recognise features of the sky, including the Sun, Moon and stars. Introduce the Solar System and its planets and explore simple similarities and differences between planets using images, models, stories and non-fiction texts. Explore how space exploration has changed over time and learn about astronauts, spacecraft and significant people connected with space exploration.	that meet their needs. Observe and compare animals, their characteristics and the habitats in which they live, noticing similarities and differences. Identify and explore a range of sea creatures, observe their characteristics and develop an understanding of the ocean as a habitat. Develop an understandin	Explore and compare materials and their properties through building and investigation, including testing which materials are waterproof and making links to The Three Little Pigs. Identify the main parts of a plant, observe how a seed grows and changes over time, and develop an understanding of what plants need in order to grow. Explore and sequence the life cycle of a chicken and understand that living things	Identify common minibeasts, observe their features and explore the places where they live. Build on knowledge of minibeasts and habitats by considering what minibeasts need to survive and applying this understanding when designing or making a bug hotel. Observe the signs of summer and compare summer with previously experienced seasons, including changes in weather, daylight, clothing and activities. Apply seasonal knowledge to the seaside and compare seaside experiences in the past and present, identifying similarities, differences and changes over time.
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	who help, care for and keep us safe. Introduce significant Black individuals through age-appropriate stories and discussion, developing an early understanding that people in the past and present can make important contributions and bring about change. Introduce the four seasons and use first-hand observations on an autumn walk to notice, collect and describe evidence of seasonal change. Build on first-hand observations by describing autumn	make connections to emergency vehicle lights and sirens. Explore simple maps using positional and directional language, create maps and begin to use technology purposefully through Bee-Bots while developing online safety awareness. Observe seasonal changes during winter and explore Christmas as a celebration, recognising traditions and that people may celebrate in different ways.	To locate China and the UK, explore simple similarities and differences between the two countries, and learn about Lunar/Chinese New Year traditions and how celebrations can be similar or different. Introduce Ramadan and develop respectful awareness of how some Muslim families and communities observe this special month, recognising that families may have different traditions and practices.	g of pollution and how rubbish, particularly plastic, can affect environments , habitats and sea animals, and to explore simple ways we can care for and protect the natural world.	grow and change over time. Explore and sequence the life cycle of a frog, noticing the significant changes that take place as a frog grows and beginning to compare it with another animal life cycle. Explore and sequence the life cycle of a butterfly and use previous learning to compare how different living things grow and change.	
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	in greater depth and beginning to compare seasonal weather, plants, clothing and experiences.					
Early Learning Goal	<u>Past and Present</u> 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. <u>People, Culture and Communities</u> 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, nonfiction texts and (when appropriate) maps. <u>The Natural World</u> 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.					
Expressive Arts and Design	Develop confidence in joining in with familiar nursery rhymes and songs, listening carefully	Create simple character or story props using lolly sticks and selected	Explore foil painting, printing and splatter techniques using a variety of tools,	Manipulate playdough and select loose parts to create a coral	Select, combine and join different materials to construct homes inspired by The	Develop fine-motor control when using pipettes and explore how colours spread, mix and diffuse to create tie-dye-



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	and beginning to remember repeated words and actions. Build on familiar songs and rhymes by singing more independently, performing with others and using actions or movement in response to rhythm and music. Explore different drawing tools and marks, then develop increasing control when creating different lines and simple shapes. Apply developing line and shape skills by creating repeated patterns and looking	materials, then use the finished props to support the retelling of a familiar story. Build on character props by creating scenery or setting props and combining these with characters to recount and perform a story collaboratively. Introduce Pop Art inspired by the work of Roy Lichtenstein, noticing bold outlines, dots and bright colours, and experiment with these visual features in an individual artwork.	experimenting with marks, texture and colour to create planet-inspired artwork. Build on colour and design skills by decorating planet biscuits, combining colours and controlling icing to create swirling, marbled effects. Explore Chinese dragon imagery linked to Lunar New Year and construct a dragon model, selecting, shaping, joining and decorating a range of materials for a purpose.	reef, exploring texture, shape and form while combining materials purposefully to represent observed features. Introduce the artwork of Wassily Kandinsky, noticing colour, line and shape, and develop watercolour techniques to create an individual artwork inspired by these visual features.	Three Little Pigs, considering structure, form and which materials are suitable for the intended purpose. Use props, constructed homes and imaginative play to recount and role-play The Three Little Pigs, developing character, story sequence and collaborative performance with peers. Explore printing with flowers and natural materials, noticing the marks, shapes and textures they create and arranging	style butterfly effects, making increasingly purposeful colour choices. Apply increasingly controlled playdough techniques to represent fruits from The Very Hungry Caterpillar, shaping, joining and adding recognisable details independently. Apply previous printing skills with greater independence, selecting vegetable shapes, colours and arrangements to print and construct recognisable minibeast images. Explore Raku Inoue's nature-based artwork, noticing how natural materials are selected and arranged to represent creatures, then independently compose a
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	carefully at real objects to produce observational drawings with increasing detail. Recognise primary colours and investigate how mixing two primary colours creates secondary colours. Explore the artwork of Alma Thomas, notice her use of vivid colour and repeated abstract marks, and create an individual response using repeated finger-painted marks in a circular or radiating arrangement. Build on colour-mixing knowledge by experimenting with making	Explore collage techniques using tissue paper, developing control when tearing, cutting, arranging, overlapping and attaching materials to create a purposeful composition. Design and construct a superhero mask using reclaimed and craft materials, selecting appropriate resources and joining techniques while considering both appearance and function.	Create a Chinese-inspired paper lantern using controlled cutting, folding and joining techniques, then learn and perform an age-appropriate Chinese children's song or rhyme with others. Explore the geometric artwork of Samira Mian, noticing repeated shapes, symmetry and pattern, and use geometric forms to create an individual artwork inspired by Islamic	Select and combine ingredients to create an 'ocean potion' smoothie, observing and describing changes in colour, texture and consistency and talking about the choices and process used. Follow and increasingly remember a sequence of folds to construct a paper boat, developing accuracy and perseverance , then clearly	repeated prints purposefully to develop a design. Explore and compare different textures, selecting and combining materials purposefully to represent the features and surface texture of a chick. Develop precision in folding, cutting, sticking and joining paper to construct a frog that can bounce, considering how the way it is made affects its function. Apply previous material-selection and arranging skills with	minibeast using leaves, sticks, petals and other found natural materials. Explore and control a salt-painting technique using glue, salt and colour, observing how colour travels through the salt and applying the technique purposefully to a summer-themed design. Follow and explain a food-making process with increasing independence, combining ingredients to make ice cream, observing changes and evaluating the finished creation.
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	colours lighter and darker and selecting different shades purposefully in artwork.	Use superhero masks and props within collaborative imaginative play, developing characters, inventing or adapting narratives and performing stories with others.	geometric design. Listen to and learn an age-appropriate Islamic nasheed, developing confidence, memory, rhythm and collaborative performance through singing and appropriate actions or movement.	explain the process and choices used to make the finished creation.	increasing independence, using loose parts to represent a butterfly while exploring repeated pattern and symmetry. Follow a making process to create and decorate gingerbread people, applying design and pattern skills and explaining the sequence, techniques and creative choices used.	
Early Learning Goal	<u>Creating with Materials</u> 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. <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.					



Hujjat Primary School

EYFS Medium Term Plan

	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
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