EYFS Term 2 Medium Term Plan: Sparkle and Shine – Let's Celebrate

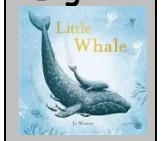
All subjects taught this year have been carefully planned and are centred around the three I's:

- **Intent**
- **Implementation**
- **Impact**

Our curriculum is designed to provide a rich and varied learning experience (**Intent**) while encouraging the wholehearted engagement of every learner (**Implementation**). Through enjoyable and diverse learning opportunities, learners will develop secure knowledge and essential skills across the curriculum (**Impact**), supporting their continued progress and future learning.

Rationale

At Alkerden Church of England Primary Academy, we want every learner to leave with strong knowledge, well-developed skills and a deep understanding of their learning. Our aim is to ensure learners are fully prepared to thrive in real life, equipped with the confidence, capabilities and personal strengths needed to succeed in their chosen areas of interest and to flourish in the wider world.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: Little Whale! By Jo Weaver Rama and Sita, Dipal's Diwali, Queen of the Hanukkah Dosas, The Jolly Christmas Postman, The Night Before Christmas, The Nativity Story						
English  	Daily whole class shared and modelled writing. **Story sequencing.** **Writing captions.** **Lesson:** The Gunpowder Plot	Daily whole class shared and modelled writing **Writing captions and labels for pictures and models made.** **Story mapping and sequencing.** **Session 1:** **LO:** To make predictions about a story, create an image of a whale and use phonic knowledge to write a label for their creation.	Daily whole class shared and modelled writing Daily whole class shared and modelled writing. **Story writing themed on whales.** **Session 4:** **LO:** To use movement and explore language in the text and word generation. • To experience different ways to move to new vocabulary which should support the	Daily whole class shared modelled writing **Non-Fiction – Whales.** **Session 6:** **LO:** To explore non-fiction writing. • To have create a non-fiction piece of writing and illustration, and to begin to explore non-fiction features **Session 7:**	Daily whole class share **Poster Making.** **Session 9:** **LO:** To explore the theme of 'journey'. • To explore grey whale migration routes and use the story of *Little Whale* to support their map making **Session 10:** **LO:** To create posters showing facts about	Daily whole class shared and modelled writing **Letter Writing** Letter to Father Christmas – Wish list **Nativity Story**

		• To talk at length about their responses to the story and themes using images as prompts **Session 2:** **LO:** To retell a story in the correct sequence and develop an understanding of story structure. • To work together, developing listening skills and clarifying ideas to produce a story map of *Little Whale* **Session 3:** **LO:** To begin to read simple sentences using sight vocabulary and phonemic awareness, and to talk and answer simple questions around the illustrations. • To speaking and listening skills in response to images from the text • To develop sight vocabulary and phonemic skills by reading simple sentences and matching sentences to pictures	development of imagination and writing **Session 5:** **LO:** To create their own Little Whale stories and act them out on the class stage. • To write their own story about Little Whale and have a chance to act it out	**LO:** To read simple factual sentences and research information on whales. • To read simple sentences to research whales and use the facts learned in their information books **Session 8:** **LO:** To write factual sentences. • To compose and to write captions	whales and ideas of how to save them. • To create posters showing facts about whales and ideas of how to save them	
Phonics	**Little Wandle Letters and Sounds Revised – Phase 2** GPCs: ff ll ss j	**Little Wandle Letters and Sounds Revised – Phase 2** GPCs: v w x y	**Little Wandle Letters and Sounds Revised – Phase 2** GPCs: z zz qu words with s /s/ added at the end (hats sits)	**Little Wandle Letters and Sounds Revised – Phase 2** GPCs: sh th ng nk	**Little Wandle Letters and Sounds Revised – Phase 2** words with s /s/ added at the end (hats sits)	**Little Wandle Letters and Sounds Revised** Autumn 2 Assessment and plug gaps

	Tricky Words: put* pull* full* as	Tricky Words: and has his her	ch Tricky Words: go no to into	Tricky Words: she push* he of	words ending s /z/ (his) and with s /z/ added at the end (bags) Tricky Words: we me be	
Maths	**It's Me 1, 2, 3** • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3		**Circles and triangles** • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position	**1, 2, 3, 4, 5** • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 Composition of 1 – 5		**Shapes with four sides** • Identify and name shapes with 4 sides Combine shapes with 4 sides • Shapes in the environment • My day and night Text: Peace at Last
UTW **Science**		Animal Adventures Lesson 4: Animal homes LO: To sort animals based on where they live.		Animal Adventures Lesson 5: Zoo animals LO: To compare my home with a zoo animal home.		Changing Seasons Lesson 2: Whatever the weather LO: To recognise different types of weather.
EAD CWM **Art and Design** **DT**	DT: Structures: Junk Modelling Lesson 1: Exploring Junk Modelling LO: To explore and investigate the tools and materials in the junk modelling area.	DT: Structures: Junk Modelling Lesson 2: Exploring cutting skills LO: To develop scissor skills. To investigate cutting different materials.	DT: Structures: Junk Modelling Lesson 3: Choosing resources LO: To learn how to plan and select the correct resources needed to make a model.	DT: Structures: Junk Modelling Lesson 4: Making Models LO: To verbally plan and create a junk model. Seasonal Art: Threaded Snowflakes LO: To use bead threading to make a snowflake decoration. To discover how snowflakes are made.	DT: Structures: Junk Modelling Lesson 5: Evaluation and presentation. LO: To share a finished model and talk about the processes in its creation. Seasonal Art: Salt dough ornaments LO: To use a range of tools to create and decorate salt dough decorations.	DT: Structures: Junk Modelling Lesson 6: Temporary joins LO: To explore different ways to temporarily join materials together.

Computing	**Programming 1: All about instructions** **Lesson 1: Following instructions** **LO:** To follow instructions as part of practical activities and games.	**Programming 1: All about instructions** **Lesson 2: Giving instructions** **LO:** To follow instructions as part of practical activities and games.	**Programming 1: All about instructions** **Lesson 3: Dressing-up instructions** **LO:** To follow instructions as part of practical activities and games To learn to give simple instructions	**Programming 1: All about instructions** **Lesson 4: Debugging instructions (washing hands)** **LO:** To follow instructions as part of practical activities and games and to learn to debug when things go wrong To learn to give simple instructions To learn that an algorithm is a set of instructions to carry out a task, in a specific order	**Programming 1: All about instructions** **Lesson 5: Predictions** **LO:** To predict the outcome of an algorithm.	
UTW **Past and Present** **History**		**Understanding the World: Past and Present History:** **Remembrance: What does it mean to remember?** **LO:** To explain why some people remember those who keep the world safe.				
EAD **Music**	**Celebration Music** **Lesson 1: Diwali Music** **LO:** To learn about music from another culture, particularly when related to the festival of Diwali. To respond to music with movement	**Celebration Music** **Lesson 2: Hanukkah music** **LO:** To learn about music from another culture, particularly when related to the festival of Hanukkah. To learn the names of some traditional Jewish musical instruments. To play and move to traditional Jewish Hanukkah music.	**Celebration Music** **Lesson 3: Kwanzaa music** **LO:** To learn about music from another culture, particularly when related to the festival of Kwanzaa. To take part in a traditional call and response song. To find classroom objects to use as drums and play in response to African music.	**Celebration Music** **Lesson 4: Traditional Christmas music** **LO:** To learn about traditional Christmas music. To take part in a group song involving singing, voice sounds and playing instruments. To sing and move to a Christmas song.	**Celebration Music** **Lesson 5: Christmas action music** **LO:** To suggest appropriate actions to match song lyrics To sing and move to Christmas songs	

PE	**Indoor Cricket: Led by Kent Cricket Foundation**	**Indoor Cricket: Led by Kent Cricket Foundation**	**Indoor Cricket: Led by Kent Cricket Foundation**	**Cricket: Led by Kent Cricket Foundation**	**Cricket: Led by Kent Cricket Foundation**	**Cricket: Led by Kent Cricket Foundation**
PSHE	**Building Relationships: Special Relationships** **Lesson 1: My Family** **LO:** To talk about our families. To understand that all families are valuable and special.	**Building Relationships: Special Relationships** **Lesson 2: Special People** **LO:** To talk about people that hold a special place in children's lives. To think about what it means to be a valued person.	**Building Relationships: Special Relationships** **Lesson 3: Sharing** **LO:** To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others.	**Building Relationships: Special Relationships** **Lesson 4: I am unique** **LO:** To see themselves as a valuable individual. To understand that it is ok to like different things.	**Building Relationships: Special Relationships** **Lesson 5: My interests** **LO:** To see themselves as valuable individuals. To share their interests with the group.	**Building Relationships: Special Relationships** **Lesson 6: Similarities and differences** **LO:** To explore diversity through thinking about similarities and differences.
RE	**Incarnation - Why do Christians perform Nativity Plays?** **Lesson 1:** **LO:** How do Christians find out what Jesus was like? Why do Christians tell stories about Jesus? Who do they think he is?	**Incarnation - Why do Christians perform Nativity Plays?** **Lesson 2:** **LO:** What is the story of how Jesus was born?	**Incarnation - Why do Christians perform Nativity Plays?** **Lesson 3:** **LO:** How do Christians celebrate the birth of Jesus in Church?	**Incarnation - Why do Christians perform Nativity Plays?** **Lesson 4:** **LO:** How do Christians celebrate the birth of Jesus in their community?	**Incarnation - Why do Christians perform Nativity Plays?** **Lesson 5:** **LO:** How do Christians celebrate the birth of Jesus in Church? Christingles	**Incarnation - Why do Christians give presents at Christmastime?** **Lesson 5:** **LO:** How do Christians celebrate the birth of Jesus at home? Mince Pies (Baby Jesus Cakes) Jewish Festival of Hanukkah