

EYFS Medium Term Plan - Term 5 2026 Once Upon a Time/Are Eggs Alive?

Week	Literacy	Maths	EAD	UTW	PD (Gross Motor)	PD (Fine Motor)	PSED
1 <u>Little Red Riding Hood</u>	Sequence the story by reading the sentences. <i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i> L3	Building 9 and 10. <i>Automatically recall number bonds for numbers 0-10.</i> M3	Act out an alternative ending to the story. <i>Develop storylines in their pretend play.</i> EAD3	Show mouldy sandwich and discuss - make a hygienic sandwich (experiment) Talk about the differences in materials and the changes they notice. UTW3	Circle games <i>Children play co-operatively, taking turns with others.</i> <i>Children show good control and co-ordination in large and small movements.</i> PD3 <i>Gymnastics Unit 1 Lesson 1</i>	Chop up Playdough cakes <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i> PD3	Discuss the feeling of the Wolf. Do we feel sorry for him? Why/Why not? <i>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</i> CL3 <i>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</i> PSED3
2 <u>Goldilocks and the 3 bears.</u> Thursday - World Book Day (Floorbook)	Speech bubble - Goldilocks and the porridge. <i>Write short sentences with words with known letter-sound</i>	Building 9 and 10. <i>Count objects, actions and sounds.</i> <i>Count beyond ten.</i> M3	Draw the bears on the three bears chairs (Purple Mash). <i>Explore, use and refine a variety of artistic effects.</i> EAD3	Making their own porridge and ordering instructions. <i>Use all their senses in hands on experiences</i>	Dance <i>Experiments with different ways of moving.</i> PD3	Pouring - water tray <i>Develop their small motor skills so that they can use a range of tools competently,</i>	Right and wrong - should Goldilocks have taken what was not hers? <i>Shows care and concern for living things and</i>

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	<p>correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. L3</p>			<p>of natural materials. Be increasingly independent in meeting their own care needs. UTW3</p>	<p>Gymnastics Unit 1 Lesson 4</p>	<p>safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. PD3</p>	<p>the environment. UTW3 They are confident to speak in a familiar group, will talk about their ideas. CL3</p>
<p>3 <u>Three Little Pigs</u> Mother Day come and play - Floorbook</p>	<p>Write a wanted poster for the wolf. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Spell words by identifying the sounds and then writing the sound with letter/s. L3</p>	<p>Building 9 and 10. Count objects, actions and sounds. Count beyond ten. M3</p>	<p>Decorate the houses using Straw, Printing bricks, Wooden lolly sticks. Explore, use and refine a variety of artistic effects. EAD3</p>	<p>Design, make and evaluate a house in a team - houses made of bricks, sticks and straw. Explore collections of materials with similar and/or different properties. PD3</p>	<p>What's the Time Mr Wolf? Children play co-operatively, taking turns with others. Children show good control and co-ordination in large and small movements. PD3</p> <p>Gymnastics Unit 1 Lesson 2</p>	<p>Cotton Wool and Peg - painting the pigs Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks</p>	<p>Resilience - What happened when the first pig lost his home? Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Remembers and talks about significant events in their own experience. CL3</p>

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						and spoons. PD3	
4 <u>Gingerbread man</u>	Retell the story. Writing simple sentences. <i>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. L3</i>	Explore 3-D shapes. <i>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. M2</i>	Decorating their own sweet gingerbread treat. <i>Return to and build on their previous learning, refining ideas and developing their ability to represent them. EAD3</i>	Gingerbread man experiment - putting him in different liquids. <i>Explore collections of materials with similar and/or different properties. UTW3</i>	Gingerbread Man Dance <i>Children show good control and co-ordination in large and small movements Can catch a large ball. PD3</i> <i>Gymnastics Unit 1 Lesson 5</i>	Roll and cut dough using cutters <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. PD3</i>	Lying - Why did the fox tell a lie? Did he do the right thing? <i>Remembers and talks about significant events in their own experience. CL3 UTW3</i>

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<p>5 <u>Humpty Dumpty/Are eggs alive?</u> Dover Castle - Floorbook</p>	<p>Humpty Dumpty Crime scene - re write the rhyme. <i>Learn rhymes, poems and songs.</i> <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> <i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. L3</i></p>	<p>Explore 3-D shapes. <i>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</i> <i>Use informal language like 'pointy', 'spotty', 'blobs' etc.</i> <i>Extend and create ABAB patterns - stick, leaf, stick, leaf.</i> <i>Notice and correct an error in a repeating pattern. M3</i></p>	<p>Rolling eggs down the hill and not breaking. <i>Create collaboratively sharing ideas, resources and skills. EAD3</i></p>	<p>Matching the Mummy to the Baby (Animals) <i>Talk about what they see, using a wide vocabulary.</i> UTW3</p>	<p>Gymnastics - jumping and landing <i>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. PD3</i></p> <p style="text-align: center;">Gymnastics Unit 1 Lesson 3</p>	<p>Boiled egg peeling the shell <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i> <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</i> PD3</p>	<p>Protecting and Caring for wildlife - Chicks and incubator. <i>Begin to understand the need to respect and care for the natural environment and all living things.</i> UTW3</p>
<p>6 <u>Easter</u> Easter week - Floorbook</p>	<p>Easter Story - Order simple sentences. <i>They demonstrate understanding</i></p>	<p>Consolidation week.</p>	<p>Marble Eggs <i>Explore, use and refine a variety of artistic effects.</i></p>	<p>Preparation for Easter Hat Parade - Map our route. <i>Draw information</i></p>	<p>Ball skills <i>Further develop and refine a range of ball skills including:</i></p>	<p>Placing Pom-Poms on Easter pictures <i>Develop their small motor skills so that</i></p>	<p>Discuss how some people believe in Jesus, but not everybody does.</p>

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	<p>when talking with others about what they have read. L3</p>			<p>from a simple map. Describe what they see, hear, and feel whilst outside. UTW3</p>	<p>throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. PD3</p> <p>Gymnastics Unit 1 Lesson 6</p>	<p>they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. PD3</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions. UTW3</p>
7 (M)							