

Sutton On Sea Primary School

EYFS Medium Term Plan Term 5



Our Vision and Values Statement

To ensure every child is safe, resilient and achieves their potential by creating an environment in which everyone is challenged and supported to be the best version of themselves.

We believe everyone can achieve.

CELEBRATING SELF

Possible Events/Themes

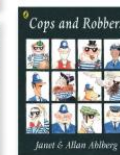
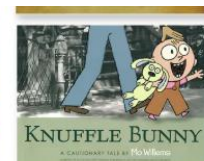
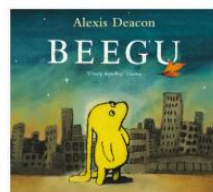
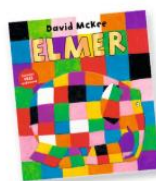
Summer Walk
VE Day
Sports Day
Fathers Day
Trip to Farmer Brown
Sponsored Read
Beach Trip

Parental Engagement
Reading/Home learning
Parent/child craft workshop
Parents evening
Termly curriculum information
Topic Home learning menu

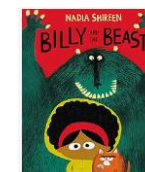
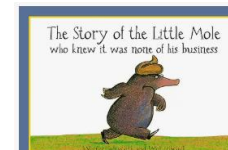
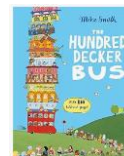
Possible Cultural
Capital/Experiences/Enrichment
Summer walk – beach trip
Sports Day
VE day celebration street
party
Father's Day celebration
Nursing Home visit
Visit to local Church

Core Reading for Pleasure Texts:

(These will evolve through linked authors/genres according to the children's interest and preferences during the term)



Drawing Club Texts



A Little Bit Brave
Nicola Kinnear

Lost and Found
Oliver Jeffers

**Are the Dinosaurs
Dead Dad?**
Julie Middleton

**The Hundred Decker
Bus**
Mike Smith

**The Story of Little Mole
(Who knew it was none
of his business)**
Werner Holzwarth

Billy and the Beast
Nadia Shireen

Area of Learning Communication and Interaction  Early Learning Goals	Milestones: Summer Term 1
ELG: Listening, Attention and Understanding Children at the expected level of development will: • 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. • 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. ELG: Speaking Children at the expected level of development will: • 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.	Increasing Complexity in Conversation Focus: Developing the ability to engage in extended conversations. Key Skills: Engage in longer conversations with adults and peers. Begin to use conditional language (e.g. if we go outside, we can play with the ball) Use a broader range of vocabulary to describe abstract concepts and express feelings. Contribute towards group discussions and share ideas within a group setting. Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use talk to help to work out problems and organise thinking and activities and to explain how things work and why they might happen
Little Wandle Letters and Sounds Interaction Techniques 	As above Staff to promote quality interactions using the techniques from Little Wandle.

Literacy



Early Learning Goals

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- 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

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.

Comprehension: Correctly sequence a story or event using pictures and/or captions.

Make simple, plausible suggestions about what will happen next in a book they are reading.

Know the difference between different types of texts (fiction, nonfiction, poetry)

Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.

Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations

Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.

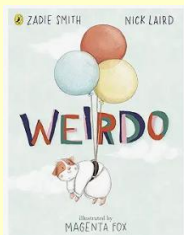
Composition: Write a simple sentence with a full stop.

Spelling: Spell words by drawing on knowledge of known grapheme correspondences.

Make phonetically plausible attempts when writing more complex unknown words.

Handwriting: Form most lower-case letters correctly, starting and finishing in

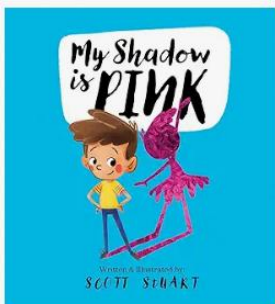
Literacy Tree:



Text(s): Weirdo Zadie Smith and Nick Laird

Outcomes: Posters, notes, badges, letters, writing in role, leaflets

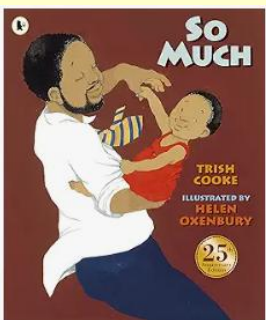
Main outcome: Instructional leaflet on being yourself and accepting others



Text(s): My Shadow is Pink, Scott Stuart

Outcomes: Innovated spoken rhymes, questions, notes of advice, lists, instructions

Main outcome: Leaflet



Text(s): So Much, Tristan Cooke

Outcomes: Past tense sentences, writing in role, performance/ narrative poetry

Main outcome: Own 'So Much' narrative poem

the right place, going the right way round and correctly orientated. Include spaces between words.

Write more graphemes from memory and write a simple sentence using phonic knowledge

Phonics



Little Wandle Letters and Sounds

Phase 4

Consolidate phase 2 and 3 skills.

Know trigraphs ear, ure, air

Know vowel digraph er

Read tricky words they, her, all, are

Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

Word Reading: Read some letter groups that each represent one sound and say sounds for them.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Maths



Early Learning Goals

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of numbers 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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

Milestones:

Explore the composition of numbers beyond 10.

Subitise

Automatic recall number bonds 0-10

Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering

Composition of numbers to 10 and beyond

Counting patterns to 10 and beyond

Spatial reasoning.

3D shape

Match, rotate, and manipulate

Pattern – AABB, BBA

Sunflower Challenge

Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11 Week 12

Summer To 20 and beyond VIEW How many now? VIEW Manipulate, compose and decompose VIEW Sharing and grouping VIEW Visualise, build and map VIEW Make connections VIEW Consolidation	
Explore 3D shapes (From Term 4): - Recognise and name 3-D shapes - Find 2-D shapes within 3-D shapes - Use 3-D shapes for tasks 3-D shapes in the environment - Identify more complex patterns - Copy and continue patterns - Patterns in the environment To 20 and Beyond: - To build numbers beyond 10 (10-13) - To continue patterns beyond 10 (10-13) - To build numbers beyond 10 (14 – 20) - Continue patterns beyond 10 (14-20) - Verbal counting beyond 20 - Verbal counting patterns How Many Now? - Add more - How many did I add? - Take away - How many did I take away? Manipulate, Compose and Decompose: - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copu 2-D shape pictures	
Mastering Number  Summer 1 2026 Weeks 21-25 of the programme. Week 21: Focus: Cardinality, ordinality and counting	Outcomes for the Summer Term Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will:

Children will:

- count things that cannot be seen – sounds
- revisit rules for how to count
- discuss and practise strategies for counting larger sets
- count things that cannot be seen – actions
- discuss and practise strategies for counting larger sets by moving objects
- count things that cannot be seen – periods of time
- discuss and practise strategies for counting larger sets by moving images
- make or represent their own collections of larger amounts.
- practise counting on from a given number
- discuss and practise strategies for counting larger amounts that cannot be moved.

Week 22:

Focus: Subitising

Children will:

- visualise, make and describe spatial arrangements of 6.
- practise subitising to 6
- make and describe arrangements of 6
- listen to rhythmic patterns of up to 5 sounds and determine the quantity
- recognise Numberblocks and related doubles patterns on their fingers without counting
- subitise doubles amounts shown on 10-frames.

Week 23:

Focus: Composition

Children will:

- recap that there are 5 fingers on 1 hand
- consolidate their use of finger patterns to represent the composition of 5.
- use their fingers to represent the composition of 5
- identify a missing part of 5.
- identify when a set of objects has 5/NOT 5
- identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2.
- identify arrangements of 6 or 7 objects
- represent numbers 6 – 9 on their fingers as '5 and a bit'.

Week 24:

Focus: Composition

Children will:

- recap the numbers 6 to 9 in the '5 and a bit' structure
- recap that 10 can be composed of 5 and 5
- identify when 10 is shown using structured arrangements of objects.
- match numerals to quantities shown as the 5 and a bit structure
- explore ways in which 10 can be composed of 2 parts
- represent the composition of 10 using dice frames and finger patterns.
- use structured arrangements to find missing parts of 10
- solve problems involving the composition of 10.
- identify pairs of numbers that make 10 in unstructured arrangements
- identify a missing part of 10 in structured arrangements.

- Continue to develop their counting skills, counting larger sets as well as counting actions and sounds.
- Explore a range of representations of numbers, including the 10 frame, and see how doubles can be arranged in a 10-frame.
- Compare quantities and numbers including sets of objects which have different attributes.
- Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2 but that 4 is only a little bit more than 2.
- Begin to generalise about 'one more than' and 'one less than' numbers within ten.
- Continue to identify when sets can be subitised and when counting is necessary.
- Develop conceptual subitising skills including when using a rekenrek.

Week 25: Focus: Comparison Children will: • join in with a backward count from 5 to 1 • order towers of cubes or number plates from 1–10 on a class number track. • join in with a backward count from 5 to 1 • use language to describe positions on a number track. • identify whether numbers are before or after 5 on the number track • begin to understand the rules for simple linear track games. • reason about the position of numbers on a number track • describe and follow the rules for simple, linear track games.	
Physical Development Early Learning Goals ELG: Gross Motor Skills Children at the expected level of development will: • 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. ELG: Fine Motor Skills Children at the expected level of development will: • 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, paint brushes and cutlery. • Begin to show accuracy and care when drawing. JB Sports: PE: Fundamental movement skills. Children can: Be controlled in large and small environments Negotiate space safely and move confidently in a range of ways. Understand factors that can keep them healthy, such as the food they eat and physical activity.	Summer 1: Refining Skills for Independence. Gross Motor: Show confidence and control when moving in different ways (climbing, running, hopping). Participate in organised physical activities (sports day, practise, races). Begin to lead own physical games and make up movement sequences. Understand how exercise impacts their body (feeling, heart rate, tiredness). Fine Motor: Write short captions and sentences with control. Use cutlery effectively (knife/fork) Demonstrate increasing independence in dressing/undressing Manipulate tools and materials for purpose (models, creative work).
Personal, Social, Emotional Development	JIGSAW: Healthy Me



Early Learning Goals

ELG: Self-Regulation

Children at the expected level of development will:

- 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.

ELG: Managing Self

Children at the expected level of development will:

- 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.

ELG: Building Relationships

Children at the expected level of development will:

- 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.

In this Puzzle, children are introduced to the key relationships in their lives. They learn about families and the different roles that people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practice Jigsaw's calm me and how they can use this when they are upset or angry.

Self-Regulation: Completes set tasks/challenges independently. Is able to talk about ways in which skills can be improved and to demonstrate pride in achievements.

Managing Self: More confident to tackle new challenges and with encouragement will keep going. Knows some ways to keep healthy.

Building Relationships: Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.

JIGSAW: Relationships

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the Relationships Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 3-5	Puzzle overview: Relationships	
	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	
	Knowledge	Social and emotional skills
	- I understand what a family is - I know that different people in a family have different responsibilities (jobs) - I understand some of the characteristics of healthy and safe friendships - I understand that friends sometimes fall out - I know some ways to mend a friendship - I understand that unkind words can never be taken back and they can hurt - I know how to use Jigsaw's Calm Me to help when feeling angry - I understand some reasons why others get angry	- I can identify what jobs they do in their family and those carried out by parents/carers and siblings - I can suggest ways to make a friend or help someone who is lonely - I understand there are different ways to mend a friendship - I can recognise what being angry feels like - I know how to use Calm Me when angry or upset
	Vocabulary	
	angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset	

Knowledge and Understanding of the World



Early Learning Goals

ELG: Past and Present

Children at the expected level of development will:

- 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.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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.

Past and Present:

Talks about significant historical events and how things were different in the past.

People, Cultures and Communities:

Talks about the features of a church. Has a wider understanding of the wider world and draws comparisons between own local environment and other places.

The Natural World:

Understands and uses some language related to animals. E.G. Predator, camouflage.

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- 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.

Our Schemes this term:

RE: Special and Sacred

Why are some places and objects special or sacred?

This term will focus on churches. Features inside and outside and the meanings behind. To include a visit to and tour of the local church.

Science: Developing Experts

Senses

The children will:

- identify key senses of the human body
- Describe what senses can help us to do
- Name which parts of the body are linked by senses
- Explain that different materials can make different sounds
- Make a simple musical instrument
- Explain how to change a sound being made
- Understand sound as vibrations
- Explain how I use my sense of hearing and sight
- Draw items from memory using clues from my senses
- Feel an object without seeing it and describe it in detail
- Describe the taste of something
- Understand the words feel and taste
- Identify key senses of the human body
- Describe what senses can help us to do
- Name which parts of the body are linked by senses

Geography: Around the World

The children will:

- Recognise some environments that are different from the one in which they live.
- Recognise some similarities and differences between life in this country and life in other countries.
- Draw information from a simple map
- 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, non-fiction texts and – when appropriate – maps. • 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.	
Creative Development Early Learning Goals ELG: Creating with Materials Children at the expected level of development will: • 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. ELG: Being Imaginative and Expressive Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Our Schemes this Term: DT Kapow Textiles: Bookmarks Key Skills: • Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials. • Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading. • Reflecting on a finished product and comparing to their design. Key Knowledge: • To know that a design is a way of planning our idea before we start.	Independence and Confidence Focus: Creating with more purpose and confidence. Media and Materials: Children select their own tools and media for a task. Using skills in drawing, painting and modelling with increased control. Introduce basic evaluation (what went well, what would you change?) Imaginative and Expressive: Take on role confidently and sustain play with others. Create original dance or performances. Compose simple musical patterns using percussion instruments.

- To know that threading is putting one material through an object.

Seasonal Craft: DT (parent workshop)

- Designing a Rainbow Salad: Pupils refresh their knowledge of fruits and vegetables and explore what it means to have a healthy balanced diet. They design their own rainbow salad combination
- Making a Rainbow Salad: After revisiting the health and safety rules, pupils prepare the ingredients to create their rainbow salad. They taste and evaluate their rainbow salad.

Seasonal Craft: Art (parent workshop)

- Summer salt painting: Painting imaginative designs with salt; experimenting with colour and texture; describing the processes they have used.

Music: Kapow

Transport: Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.

Key Knowledge:

- To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).
- To know that the beat is the steady pulse of a song.
- To recognise music that is 'fast' or 'slow.'