

EYFS Medium Term Plan (Term 1-2) 'What makes me unique?'

Lead State of Being – Historian

	TERM 1					
	Week(s) 1-3 w/c	Week 4 w/c 22nd September 2025	Week 5 w/c 29 th September 2025	Week 6 w/c 6 th October 2025	Week 7 w/c 13 th October 2025	Week 8 w/c 20th October 2025
Possible context opportunities					Thurs 16 th Harvest assembly	
	R B A B a					
Early Years Foundation Stage	Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. NB T1&2 settling into school, establishing routines, baseline activities					
Key Knowledge	Identify and name major body parts Identify and name 5 senses Be able to talk with confidence about themselves					
Focus	Appearance/body parts	Senses Likes/dislikes	Harvest/Autumn		Friends/Values – C.A.R.E	

Enquiry Questions and input	Unique -special and different from everyone else Day 1 – Can you name different parts of a face? (vocab introduction) Day 2 – Do we all look the same? (describing and comparing) Day 3 – Can you name parts of your body? (vocab introduction) Day 4 – I am unique because... (oracy outcome)	Senses – 5 ways your body learns about the world. Day 1 – How do our hands help us? What is touch? Day 2 – How does our nose help us? What is our sense of smell? Day 3 – How do our eyes help us? What is sight? Day 4 – What do you like? What do you dislike? (Sorting) 'I like....because...' 'I dislike....because....'	Senses – 5 ways your body learns about the world. Day 1 – How do our ears help us? What is our sense of hearing? Day 2 – How does our mouth help us? What is our sense of taste? Day 3 – What do you like? What do you dislike? (Sorting) 'I like....because...' 'I dislike....because....' Day 4 – I am unique because... (oracy outcome)	Harvest – The time when farmers collect their food. Day 1 – What is harvest? (vocab introduction) Day 2 - Why do we celebrate harvest time? Day 3 – What is autumn? Day 4 – How do we know it is autumn? (oracy outcome) It is autumn because...	School Values – rules that are important to everyone and help us make good choices. Day 1 – Collaboration Day 2 – Aspiration Day 3 – Respect Day 4 - Endeavour
Key vocabulary (explicitly taught)	Unique Special Eyes Nose Mouth Ears Hair Blue/green/brown Blonde/black/brown/ginger Legs Hands Arms Feet Same Different	Senses Taste Smell Feel Touch hearing sound like dislike	Autumn Season Harvest foods	Friend Collaboration Aspiration Respect Endeavour Play Kind sharing	
Non-fiction (suggested links)	The body information texts	5 senses/body parts	Autumn/Harvest/food	Friendship/collaboration - Share/retell real stories of children showing values that day.	
PDR activities	Artist: Can you create a self portrait? Playdough people. Paper plate faces/collage. Musician: sing body songs, body percussion Author: writing our names/badges	Artist: hand print, finger print pictures. Texture collages – using different materials to make a feely picture. Engineer: Binoculars and telescopes Scientist: Feely bag- sorting	Author: I like to taste/smell.....draw a picture and label with initial sound Mathematician: Make a face by drawing around shapes. Which shapes have you	Artist: Harvest themed art (vegetable/fruit printing) for assembly video/photo (class dependent). Scientist: Explore where our food comes from? What grows on a	Author: writing our names/friends names (registers/stickers/friendship card) I am..... Engineer: making a friendship bracelet/necklace for a friend Athlete: play a game with a friend

		<p>objects into groups according to touch (smooth, furry, bumpy, rough, spiky) Smell pots – herbs/soaps etc. Smelling sense – smelling pots, what do you think it is? Have you smelt it before?</p>	<p>used? 2D shapes/loose parts faces Scientist: Tasting station – new fruit of the day? New taste of the day. Do you like it?+ Musician: Sing our harvest song/songs about foods</p>	tree/bush we can eat? Where does food come from? Musician: Sing our harvest song/songs about foods	
Outcome	Class display of portraits/speech bubble quote about themselves. Virtual floor book – transition into Reception				

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	TERM 2							
	Week 1 w/c 4 th November 2024	Week 2 w/c 11 th November 2024	Week 3 w/c 18 th November 2024	Week 4 w/c 25 th November 2024	Week 5 w/c 2 nd December 2023	Week 6 w/c 9 th December 2024	Week 7/8 16 th December 2024	
Possible context opportunities	Diwali (1 st Nov) Bonfire Night/Guy Fawkes (5 th)	Remembrance Sunday (10 th)		St. Andrew's Day? (30 th)	First Day of advent (1 st)	Christmas		
Focus	Immediate family/homes		Extended family	Pets	Special Occasions	Special Occasions		
Key Question	Who lives in my family tree? /What festivals do we celebrate?							
Key vocabulary (explicitly taught)	Mum Dad Brother Sister House/home Address jobs	Grandparent Grandma/Nanny/Nanna Grandad/Grandpa Auntie Uncle Cousin Niece/Nephew	Animal names – Cat, dog, hamster, rabbit	Birthdays Cultural festivals (e.g. Diwali) Advent	Christmas			Christmas celebrations/Christmas concert
Non-fiction (suggested links)	Photographs of family members Diwali/Remembrance information texts			Photographs of pets Vet information texts Pet fact files	Celebrations/festivals information texts Birthday cards	Celebrations/festivals information texts Birthday cards Christmas cards		
Whole-class modelling/input	1. Who is in your family? 2. What do you like to do with your family? 3. Do you have a pet in your family?	1 Where do you live? Filton/Bristol/England 2.What is your home like? Who do you live with? 3. Describe the rooms in your house, what do you do each in room? 4 Why is remembrance Sunday important to us?	1.What did you do at the weekend with your family? 2.How do you celebrate with your family? (Diwali) 3. Who else is special to you?	1.Does everyone have a pet? 2. Would an elephant make a good pet? 3. Which animal would you choose for a pet? Why?	1. When is your birthday? 2. How do we celebrate birthdays? 3. How old are you? How is it different to being 1yr old? 2yr old? 3yr old?	1. What festivals do we celebrate? How do you celebrate? 2. Why do people celebrate Christmas? 3. What is your favourite thing about celebrating your special occasion?		
PDR activities	Artist: Bonfire art Firework pictures Author writer: Family tree Describe your family- what are their names? Engineer: Diwali lamps (clay/paper plates)	Artist: Diwali art/Mendhi Making Poppies (remembrance Sunday) using different media Historian: timeline of people in our family oldest to youngest	Engineer: building houses/homes/dens Mathematician: create houses/homes using 2D/3D shapes Author writer: write/draw a picture about our weekend	Mathematician: Tally chart of favourite animals/pets Counting animal legs Engineer: Create a pet model from junk, playdough, cut outs	Mathematician: our age. How many children who are 4/5years old Birthday card numerals 4/5 Counting up to 4/5-objects for a birthday party. Count the candles for a cake Engineer: Design and make a birthday party hat	Artist: Christmas art (decorations/cards) Mathematician: count/make candles for a cake/birthday cards numerals 4/5 Advent calendar.		

	Junk modelling fireworks-rockets	Geographer: maps of where we live/street/Bristol Plan of our house		Author reader: Explore role of a vet- role play vets Non fiction books- vets/animals	Scientist: explore mixing ingredients to make a birthday cup cake/biscuit	Author writer: write a Christmas list/ write a Christmas card	
Outcome	Class forest of family trees – exhibition Christmas concert performance to parents Virtual floor book- learning all about our families/culture/festivals						