

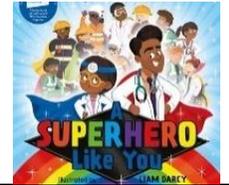


**Marlborough Primary Academy School**  
**EYFS Medium Term Project Planning 2023-2024**

**A Superhero like you**

**Rationale of the Project**

Who are the superheroes in your life? Why are they superheroes? This is a topic which uses children's interest in superheroes to then focus on the super people around us, such as doctors, police teachers, fire fighters, environmentalist, etc. Children will then have the opportunity to think about the kind of superhero they will like to be when they grow up. This topic, offers us lots of opportunities to learn, have fun and encourage children to dream and aspire big.



**Lead Area:**

PSED -UW

**Keys texts**

**Key Fiction text** – Supertato.

**Poetry** - Step Back in Time: A Poetry Anthology collated by The Literacy Company

**Teacher's favourite five**

Smartest Giant in Town; The Koala who could; The Runaway Pea; A little bit Brave, The Gigantic Turnip.

**Vocabulary:** Air, belonged, closed in, commit, cornered, crept, distress

Escaped, escapee, flannel, frozen, vegetables, gasped, leapt, marched, rescue, shrieked, snuck up, summoned up, vanished, yelled.

**Poetry unit:** beyond, bright, delight, dismal, doubled up, duckweed, grumbled, merry, sheer, daft, drake, respond

**Possible hooks**

Supertato –Evil Pea traps the vegetables.  
 When I grow up dressing up party.

**Ways to engage parents**

Parents evening  
 RWI information session  
 Newsletters  
 Weekly update on Dojo – Photos of the week's learning.

**Assessment**

Ongoing observation and assessment  
 Adapt curriculum and plan intervention and individual and group next steps. Parents evenings and IEPs  
 Phonics assessments X 3 – Plan vocabulary

**Events:** Visit from fire brigade or the police

**COEL - Playing and Exploring**

**Engagement - Active Learning - Motivation**

**Being involved and concentrating**

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

**Keeping on trying**

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

**Enjoying achieving what they set out to do**

- Showing satisfaction in meeting their own goals
  - Being proud of how they accomplished something- not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise.



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	Physical Development	Communication and Language	PSED	Literacy	Maths	Expressive Arts and Design	Understanding the World
Development Matters	<p><b>3 to 4 year olds</b></p> <ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Combine different movements with ease and fluency.</li> </ul>	<p><b>3 to 4 year olds</b></p> <ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Understand 'why' questions.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>Understand a question or instruction that has two parts.</li> <li>Use talk to organise themselves and their play.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Ask questions to find out more and to check they understand what has been said to them               <ul style="list-style-type: none"> <li>Connect one idea or action to another using a range of connectives</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> </ul> </li> </ul>	<p><b>3 to 4 year olds</b></p> <ul style="list-style-type: none"> <li>Develop appropriate ways of being assertive.</li> <li>Talk with others to solve conflicts.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> </ul>	<p><b>3 to 4 year olds</b></p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>spot and suggest rhymes</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound, such as money and mother</li> </ul> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing</li> <li>Write some letters accurately</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	<p><b>3 to 4 year olds</b></p> <ul style="list-style-type: none"> <li>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> </ul>	<p><b>3 to 4 year olds</b></p> <ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs or improvise a song around one they know.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul>	<p><b>3 to 4 year olds</b></p> <ul style="list-style-type: none"> <li>Show interest in different occupations.</li> <li>Talk about the differences between materials and changes they notice.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Continue developing positive attitudes about the differences between people.</li> <li>Name and describe people who are familiar to them. Understand that some places are special to members of their community.</li> <li>Explore the natural world around them.</li> <li>Talk about members of their immediate family and community.</li> </ul>



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Other Objectives	Physical Development	Communication and Language	PSED	Literacy	Maths	Expressive Arts and Design	Understanding the World
<p><b>MPA</b></p>	<p><b>Fine Motor</b>            To handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p> <p>To hold pencil appropriately and conformably.</p> <p>To develop good posture when sitting at a table.</p> <p>To talk about the importance of healthy food and exercise in staying healthy</p>	<p>To describe where something is with prepositions.</p> <p>To follow 2 step instructions.</p> <p>To use 'and' and 'because' in sentences.</p> <p>To maintain attention and sit quietly when appropriate.</p> <p>To talk about the importance of healthy food and exercise in staying healthy.</p> <p>To describe familiar texts with detail.</p> <p>To describe ways to care for their local environment</p>	<p>To start to explain the reasons for rules, know right from wrong and behave accordingly; (links to oracy)</p> <p>To know the difference between right and wrong and understand actions affect others.</p> <p>To communicates freely about home.</p> <p>To work as part of a group.</p> <p>To learn how to look after themselves, others and their environment.</p>	<p>To identify title, author and illustrator.</p> <p>To look at and talk about illustrations and print in fiction and non-fiction books and print in the environment.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ pages/blur.</p> <p>To engage in extended conversations about stories, learning new vocabulary.</p>	<p>To verbally count from a number other than "one".</p> <p>To use ordinal numbers</p> <p>To find and start to recall bonds of 5</p> <p>To understand the concept of Zero</p> <p>To represent numbers 5-9</p> <p>To tell how many in a set after counting</p> <p>To count beyond 10 verbally</p> <p>To continue to develop subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.</p> <p>To begin to identify missing parts for numbers within 5</p> <p>To explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame.</p> <p>To focus on equal and unequal groups when comparing numbers.</p>	<p>To move to music rhythmically</p> <p>To select a wider range of tools to achieve an expected outcome.</p> <p>To introduce storylines to their role play</p> <p>To learn how to look after paintbrushes</p> <p>To explore effect in different paintbrush sizes and colours</p>	<p>To talk about the lives of the people around them and their roles in society.</p> <p>To look at patterns and change in the environment.</p> <p>To create a simple map Talk about how things work.</p> <p>Operating simple ICT equipment</p> <p>To discuss daily weather/ seasons</p> <p>To name days of the week</p>



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Week by week overview	Physical Development	Communication and Language	PSED	Literacy	Maths	Expressive Arts and Design	Understanding the World
<b>Week 1</b>	Create short sequences using shapes, balances and travelling actions.	<b>SHREC</b> - approach	<b>The Colour Monster.</b>  Introduce display	Session 1A Pathways Book hook- photos for instruction writing. Session 1B – model instruction writing. RWI in groups A-Green	Mastering number Week 9 WR -Introduce Zero Find 0 to 5 Subitise 0 to 5	Kapow -Music	Vegetables frozen in ice - observe what happens. How can we make the ice melt faster?
<b>Week 2</b>	Develop balancing and safely using apparatus.  Fine motor: Pen and scissor control. Write dance	Follow instructions and daily routines.	Jigsaw Dreams and goals session 1	Pathways session 2 – book first read. Pathways session 3 Sticky fingers game and label items to create a role-play shop. Pathways session 4A Pathways 4B RWI in groups A-Green	Mastering number Week 10 WR - Represent 0 to 5 1 more 1 less Composition	Superhero dress up and supermarket role play.  Use potatoes, pipe cleaners and felt to make ST	E -safety session  Cooking- Make mashed potato  Look and describe a potato before boiling- notice the changes
<b>Week 3</b>	Develop jumping and landing safely from a height.  Fine motor: Pen and scissor control. Write dance	Retell story Modelling language Follow instruction Daily interactions and maintain focus. SHREC	Jigsaw Dreams and goals session 2	Pathways session 5 Pathways session 6 – prediction. Pathways session 7 Enhanced transition – sequencing pictures. RWI in groups A-Green RWI in groups A-Green	Mastering number Week 11  WR Conceptual subitising to 5 Mass and Capacity Compare mass Find a balance	Design and make own superhero mask/ capes.  Kapow -Music	Beebots
<b>Week 4</b>	Develop rocking and rolling.  Fine motor: Pen and scissor control. Write dance	Retell story Modelling language Follow instruction Daily interactions and maintain focus. SHREC To describe familiar texts with detail.	Jigsaw Dreams and goals session 3	Pathways session 8 Pathways session 9 Pathways session 10 Enhanced provision posters to catch the evil pea. RWI in groups A-Green	Mastering number Week 12 WR Explore capacity Compare capacity Find 6,7,8 Represent 6,7,8	Make superhero laser goggles using egg cartons and Superhero cuffs using card.  Kapow -Music	People who help us.  Cooking



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	<b><u>Week 5</u></b>	Explore travelling around, over and through apparatus. Fine motor: Pen and scissor control. Write dance	Retell story Modelling language Follow instruction Daily interactions and maintain focus. SHREC	Jigsaw Dreams and goals session 4	Pathways session 11 Pathways session 12 Pathways session 13 RWI in groups A-Green	Mastering numb W 13 1 Composition of 6,7,8 Make pairs -odds and even. more - 1 less	Learn how to look after paintbrushes and explore effect in different paintbrush sizes and colours.	E-safety
	<b><u>Week 6</u></b>	Create sequences using apparatus.  Fine motor: Pen and scissor control. Write dance		Jigsaw Dreams and goals session 5	Pathways to Poetry Into the Pond	Mastering Number W14 Double to 8-Find a double and make a double. Combine 2 groups. Conceptual subitising	<b>Kapow -Music</b>	<b>Cooking</b>