Medium Term Plan- EYFS

Summer 1 2025 – Hot (and Cold) Countries

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|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| Learning Focus | Where do lions come from? | What other animals live in Kenya? | What do the animals eat and where do they live? | What is life like in Kenya? | What is life like in Kenya? | What is life like in Africa? |
| Focus Text Suggestions | We’re Going on a Lion Hunt | The Ugly Five | The Greedy Zebra | Little Red and the Very Hungry Lion | Traditional Tales from Kenya | Traditional Tales from Africa |
| Communication and Language | Start the theme by finding a selection of large footprints (make sure they are lion shapes) and start to support children to formulate a range of questions about what could have left these footprints?  Encourage the use of questioning words and pull out the lines of enquiry. | Technical vocabulary linked to animals- correct name and scientific vocabulary e.g. wildebeest  ENHANCEMENT: Binoculars- what can you see? Descriptions. Provide different pictures to “observe through the binoculars” | Vocabulary linked to diets e.g. carnivore, herbivore, etc.  Vocabulary linked to habitats and animal characteristics  ENHANCEMENT: Parts of animals for investigation e.g. teeth, bones, etc. | Explore pictures of Kenya- traditional and city life. Make comparisons and develop descriptive and comparative dialogue. | Explore pictures of Kenya- traditional and city life. Make comparisons and develop descriptive and comparative dialogue  ENHANCEMENT: Maps- Africa, the World, globe, treasure maps, materials to create their own, atlases, encyclopaedias. | Explore pictures of life in different parts of Africa- there are areas where you can go on safari but there are also pyramids in Africa, cities and seasides.  Explore and use a wide vocabulary to describe.  ENHANCEMENT: Maps- Africa, the World, globe, treasure maps, materials to create their own, atlases, encyclopaedias |
| Personal Social and Emotional Development | Exploring feelings- we’ve found some new footprints in our outdoor area. How might this creature be feeling? Arrived in our school alone and doesn’t know anyone- how can we support someone feeling like this? What things can we do to make them feel welcome?  ENHANCEMENT: Make cards/ pictures. Etc. to help welcome a visitor or someone new | Read the story “The Ugly Five” and share ideas about the animals and how they view themselves- can we decide on better way to describe the animals. Spend time using positive descriptive words- how would you describe yourself? Develop a positive self image.  ENHANCEMENT: Animal role play/ small world set ups | Explore the diet of “The Greedy Zebra”  Different animals need different foods to keep healthy. Some eat meat, some eat plants, etc. What do we eat to keep our bodies healthy?  Explore a healthy diet with children.  ENHANCEMENT: Create a healthy zebra or lion meal | Focus on the story “Little Red and the very hungry lion”… spend time focusing on the character of the lion- what is he like? Does he make good choices? Spend time discussing how we need to make good choices- when have you made a not so good choice? How did it feel? How did you put it right? | Head out on an imaginary "Feelings Safari" outdoors or in the classroom. Hide pictures or props representing different emotions (e.g., happy, sad, nervous). After finding them, discuss when the children might feel that way and how they can manage those feelings.  ENHANCMENT: Feelings safari left out for children to continue to explore | |
| Physical Development | Set up a “Lion Hunt” Obstacle course- travel up, over, under, through, etc. Link to mathematical learning- prepositional language  ENHANCEMENT: Continue the play with obstacle courses | | Move like different African Animals- big, long movements, short compact ones, low to the floor, high up, etc. | | Look at some traditional Kenyan jewellery- can you make your own through threading in patterns (maths link)  ENHANCEMENT: Thread beads and other materials to make traditional jewellery- use fine motor skills | |
| Understanding the World | Explore animals you might see on safari- can children name an? (Probably the BIG 5). Start to talk about the types of animals you might see and look at photographs- what do they know about the animals?  Use “The Ugly 5” and start to explore different animals that live in Africa and you could see on safari- name them and talk about what they eat. Spend time researching and discussing the different animals- focus on diet, habitat, etc. | | | Where do Safari animals live in the World? On the continent of Africa. Discuss that they do not live all over Africa, but are isolated to certain countries-  Explore pictures of life in different parts of Africa- there are areas where you can go on safari but there are also pyramids in Africa, cities and seasides.  Look at maps of the World. Show children where we live and look at the colours e.g. greens and then the colours where Kenya is- paler, sand coloured. What do you think this means?  Discuss the differences between the countries on the map and talk about what this means?  ENHANCEMENT: Maps- Africa, the World, globe, treasure maps, materials to create their own, atlases, encyclopaedias | What is special about your local area? Label some of the geographical features and describe  Look at some pictures and images (Our Planet- Andy’s Safari adventures) and describe the Kenyan environment.  <https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jetters-continent-of-africa/zfv7d6f> watch and talk about the differences between life in the UK and Africa  Label the geographic features of Kenya and the UK- what can you spot that is the same? What is different?  ENHANCEMENT: Maps- Africa, the World, globe, treasure maps, materials to create their own, atlases, encyclopaedias | Spend time looking at the cultural differences that children notice between children who live in different parts of the world compared to themselves and their own country.  <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-birmingham-johannesburg/zv2rkmn>  ENHANCEMENT: Maps- Africa, the World, globe, treasure maps, materials to create their own, atlases, encyclopaedias |
| Expressive Arts and Design | Provide half faces of Safari animals and model how to draw the other half- using precision and control- developing pencil control. Create African animal portraits and add in colours etc.  ENHANCEMENT: Leave out for children to explore independently | Explore the different patterns on some of the animals in Africa e.g. snakes, cheetahs, zebras, elephants, etc. Recreate with various art materials- provide a variety for children to use and explore e.g. paint, crayon, collage, paper tearing, etc.  ENHANCEMENT: Provide a range of materials and techniques to explore | Create an African Sunset by using water colours in pink, purple, red and yellow colours. Discuss the colours used in a variety of stimulus pictures- some [here](https://www.google.co.uk/search?sca_esv=cfca0b9ef384e957&sca_upv=1&sxsrf=ADLYWIJrsKfU7pCyf0WVUufnuScl-mMUEw:1716841877632&q=silhouette+art+african+animals+kids&uds=ADvngMj0F7qUXN423ANmvTw2tPhvzP6g9a_Flgn-igJQ_1pHg73OJYn-_2XzWegL2AbKjfwLnYXxtYjPK9hX--bSCkPK68j6EZH9qn1vF-V1fQgS40aNGNyisGQRJ1k0hpfebznkOP8xoQ-ZzY_32x6p1UXOKW2yD-hjORI38LnoxCN-GVuGBgVs5VQ2YQ0Ec9KZC3NmA3h7p6IT8x8vKECEOWoJld5IXI0Ikh7NSFfXJMhEZSTDyOB-JC191kGRkCGDV1fcjLq4fykFR14Vif-ADyfVBOc4EolGDDbH1SMd5O3DamQO5P4HxfcpuMJMTJy4KPNZPVjjyzMmBgM1p0PSYGKJ4KOvFw&udm=2&prmd=ivnmbtz&sa=X&ved=2ahUKEwiNqIGy1q6GAxX6SvEDHT2fFkQQtKgLegQIHxAB&biw=1280&bih=585&dpr=1.5). Model in provision using watercolours and then drawing black shadow animals- cutting out and sticking to background  ENHANCEMENT: Leave paints etc for children to explore through their own art | Provide photos (and examples if possible) of some traditional Kenyan clothing and highlight the patterns- provide a range of materials for children to create their own patterns.  ENHANCEMENT: Create own patterns on fabric, paper, through traditional jewellery creating etc. | Listen to some traditional Kenyan music- bring in creating your own dance moves and moving in time to the music (PD Link) | Listen to traditional African music and start to create your own- add in drumming etc. You may even want to create some musical instruments.  ENAHNCMENT: Musical instruments and materials to make own instruments. |