




# EYFS MEDIUM TERM PLANNING- AUTUMN





Curriculum Planning Spring Term 2020

	Intent		Implementation		Impact	
	Key Learning	Opportunities and experiences	Key vocabulary and Questions	Book Links	Evidence	
Building Relationships	<p>Initiates play, offering ques to peers to join them</p> <p>Demonstrates friendly behaviour with peers and adults</p> <p>Will share resources and take turns in play.</p> <p>Will begin to understand the boundaries which are set and behavioural expectations.</p>	<p>Children will be introduced to the school rules and expectations in the classroom.</p> <p>Children will work together with the teacher to create a 'class charter' or expectations they all agree to.</p> <p>Children will be encouraged to explore new areas in provision with new peers to make friendships and experience new play.</p>	<p>Please could I have..</p> <p>I need the toilet..</p> <p>When is it...</p>	<p><u>All about me</u></p> <p>All are Welcome – Alexandra Penfold  <a href="https://www.youtube.com/watch?v=mwS3FOn4-Ow">https://www.youtube.com/watch?v=mwS3FOn4-Ow</a></p>  <p>Can I Build Another Me? – Shinsuke Yoshitake (creative area)  <a href="https://www.youtube.com/watch?v=9TfYTgmAXio">https://www.youtube.com/watch?v=9TfYTgmAXio</a></p>	<p><u>At home, you may now see your child...</u></p> <p>Talking about new peers in their class</p> <p>Talking about their play</p> <p>Imitating the role of adults</p> <p>Discussing the rules e.g. 'at school we...</p>	<p><u>Children can now...</u></p> <p>Play alongside their peers taking turns and sharing resources</p> <p>Identify the rules and boundaries in their setting and follow them</p>



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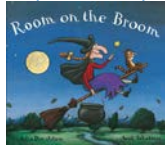


<p>Gross Motor</p>	<p>Children will experiment with different ways of moving. Children will negotiate space well and will run freely changing direction to avoid obstacles. Children will jump and land appropriately.</p>	<p>Children will take part in Squiggle Whilst You Wiggle, Dough Disco and Funky Finger activities. Outdoor larger scale chalking on the floor / water paint brushes Outdoor digging in the mud tyre Weekly PE session Children can access have access to the park during play times in an allocated slot. Outdoor children can make their own obstacle course. Large scale construction outdoors.</p>	<p>Jump Stretch Peter pointer, tommy thumb and so on Up Down Push Pull</p>	<p></p> <p>Growing Story <a href="https://www.youtube.com/watch?v=kc99l6JS25M">https://www.youtube.com/watch?v=kc99l6JS25M</a></p> <p></p> <p>Taditional Tales – Ladybird First Favourite Tales Little Red Riding Hood 3 Billy Goats Gruff</p>	<p>Children will balance on one leg for a short period of time and begin to run, jump and climb landing safely. Children will begin to hold their pencil correctly and form some recognisable letters.</p>	<p>Form the letters from their name and formation of m,a,s,d,t,i,n,p,g,o,c,k,u,b,f</p>
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<p>Fine Motor</p>	<p>Children will begin to use one handed tools and equipment e.g. scissors Children will begin to manipulate a pencil in order to hold it between thumb and forefinger rather than whole hand grasp, some letters (e.g. from name) will be recognisable others will be practiced. Children will show a preference to a dominant hand.</p>	<p>Funky Finger area to develop pincer grip, whole hand grasp strength and cutting skills. Resources used in painting area such as golf tee, printing equipment, pomp poms to create rangoli patterns. Fine motor activities set as interventions during register time, trace the ball etc. Writing areas and writing activities to display and support letter formation rhymes and tracing sheets. Drawing pictures of self by using mirror, drawing pictures of family and friends.</p>		 <p><b>Mid October</b></p> <p>Room on the Broom – Trip to Hardwick Park? <a href="https://www.youtube.com/watch?v=XRany_OScms">https://www.youtube.com/watch?v=XRany_OScms</a></p>  <p>Whats in the Witches Kitchen? <a href="https://www.youtube.com/watch?v=KGBE77JDhQw">https://www.youtube.com/watch?v=KGBE77JDhQw</a></p>		
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<p>Comprehension</p>	<p>Understands how and why questions Listens and responds to ideas expressed by others Enjoys an increasing range of books Knows information can be retrieved from books and computers Looks at books independently</p>	<p>Weekly story activities which aim to question the children on their understanding. Baseline assessment on their favourite story upon entry. Reading area has a range of fiction and nonfiction books for children to enjoy as well as books that children will be able to read independently. Small world/ story telling area will be changed in line with the book to promote the retelling of the text that week. Guided reading sessions which include CVC and picture books with no words. Activities in phonics area to promote building of CVC words. Denes Dream Reads to be distributed for children to build a love of reading at home and expand vocabulary.</p>	<p><u>The Growing Story</u> little summer growing longer shorter faster slower higher lower warmer colder corn climbed</p> <p><u>Little Red Riding Hood</u> wild edge delicious warned watching waiting wolves beautiful forgot tall stems bright blooms twitchy tail sneakily peering wicked ill gobble deeper bluebells bluebirds beetles butterflies grumble licking his lips</p> <p><u>Billy Goats Gruff</u> good enough pastures new sweet delicious trotted meadow longed wicked underneath fearful holler thunder roar</p> <p><u>Room on the Broom</u></p>	<p>blossoms orchard violets taller replied looking glass honeysuc kle ripe woollen unfolded tight</p> <p>sly shortcut surprised cupboard hungrier rumblier reached crept squeaked big ears big eyes big teeth roared springing axe rescued rushed watchful wary wandered</p> <p>horrible claws terrible teeth gobbled littlest gnashed sharpene d monstrou s wait a while</p> <p></p> <p><b>After October half term</b> 2<sup>nd</sup> Nov Day of the Dead – The day of the dead – Bob Barner</p> <p></p> <p>Dia De Los Muertos – Roseanne Greenfield Thong (book is in rhyme with some Spanish words) <a href="https://www.youtube.com/watch?v=nhZGy8j1snc">https://www.youtube.com/watch?v=nhZGy8j1snc</a></p> <p></p> <p>14<sup>th</sup> Nov Diwalli - Rama and Sita- Cbeebies Diwalli Story <a href="https://www.youtube.com/watch?v=uRpNNF4fB4g">https://www.youtube.com/watch?v=uRpNNF4fB4g</a></p> <p></p> <p><b>December</b> Jolly Postman and Other Peoples Letters</p>	<p>Will be able to hold a book the correct way, turning one page at a time Will be able to retell some key features of familiar stories Will be able to discuss what they have read using the pictures to assist them</p>	<p>Children should be able to talk about key events from the story and predict what may happen next based on what they have heard from the story so far.</p>
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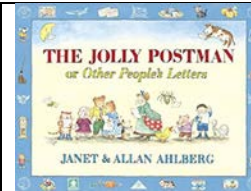
Tall  
Long  
Ginger  
Plait  
Purred  
Grinned  
Broomstick  
Wailed  
Spat  
Wildly  
Searched  
Thundering paws  
Bounded  
Politely  
Eagerly  
Firmly  
Keen  
Clambered  
Stormy  
Bow  
Earsplitting shriek  
Fluttered  
Reeds  
Back of beyond  
Magnificent

horrible  
claws  
terrible  
teeth  
gobbled  
littlest  
gnashed  
sharpene  
d  
monstrou  
s  
wait a  
while

### Whats in the Witches Kitchen?

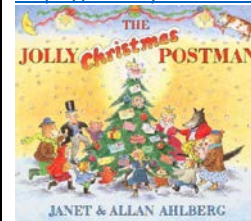
Fridge  
Left  
Right  
Fright  
Tasty  
Delight  
Frogspawn  
Slimy  
Smiling  
Frown  
Dreadful  
Horror  
Grin  
Toaster  
Mouth water  
Hair white  
Sigh of relief  
Squeals  
Rign around  
Man eating  
Pirannas  
Appetite  
Nerves  
Escape  
Fleas  
Brewing  
Goblins  
Grumpy  
Macaroni

Croak  
Moors  
Forest  
Fields  
Mountain  
s  
Tumbling  
Bog  
Scary  
Mean  
Nearer  
Feast  
Ditch



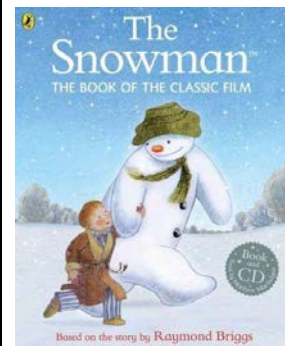
### Jolly Christmas Postman

<https://www.youtube.com/watch?v=5QeeIAY4BZU>



### The Snowman

<https://www.youtube.com/watch?v=SZxnMCeyO6M>



Clutched



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			<p><u>Rama and Sita</u>  Rama  Sita  Rawana  Frightened  Wounded  Tricked  Dissapeared  Evil  Magic  Tempted  Kind  Battle  Magic</p> <p><u>Jolly Postman</u>  Far Away  One Day  Cottage  Sorry  Indeed  Ate  Mend  Tea  Postal blue  Garage  Uniform  Wicked  Occupier  Bungalow  Supplies  Modem  Delivered  Cackle  Giant  Postcard  House  Beanstalk  Lays  Travellers Cheques  Bloke  Address  Harp  Wonder  Wet his whistle</p> <p><u>Jolly Postman at Christmas</u>  Christmas  Snowed  Interesting  Card  Shy  Leader  Workshop  Fiddlers  Fast Elpoing  7 Dwarfs</p>	<p>Kidnappe  d  Charriot  Rescue  Travelled  Hanaman  Monkey  King  Oceans  Mountain  s  Prison  Army</p> <p>Thimbleful  Palace  Beautiful  Nightingales  Surprise  Publish  Recent  Marriage  Enclosed  Approval  Marvellous  Displease  Humble  Servant  Loyal  Champagne  Shady  Client  Concerning  Occupying  Permission  Harassment</p> <p><u>The Snowman</u>  Fell  Believe  Leapt  Rushed  Brilliant  Glistening  White  Tugged  Hours  Idea  Stamping</p>		
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			Sleighting First Class Second Beware Rules Cheating Arguing Beasting Sulking Boardgame Festive Nerve Ginger Beer Mile Crooked Sixpence Stile Hospital Cracked Twice Purse Mend Vanished Hanging Low Flakes Delicious Annual Meal Shook up Quiver Shiver Deliver Sherry Cosy Guide Useful Daylight Spies Golden Disappears Workshop Warm Bright After Old pal Peep Shug Rug Chiming	Roll Bigger Carefully Built Tangerine Coal Matching Perfect Evening Graze Wonderful Stayed Snuggled Thought Drifted Remembered Crept Magical Came to life Around Whispered Too hot Cool Down Explored Tiptoeed Perhaps Reached Faster Flying Joined City Together Landed North Pole Clearing Gathered Middle Rays of sunshine Appeared Gasped Soft Decorated Soared Beautifully Arrived Happy and exhausted Thought Raced Jumped Gone		
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Word Reading	Hears and says the initial sounds in words Recognises familiar words and signs such as own name and advertising logos	Daily phonics. Reading are will have a range of books children can read independently. Children to play phonics based games and activities in GR sessions including silly soup and spot the sound.	These will be linked specifically to each child's reading level based upon their phonics ability / group		Identify the initial sounds in words and notice new sounds in the 'real world' e.g. on advertisements and logos.	Children should be able to hear the initial sounds in words, some children may be able to segment and blend CVC words e.g. 'dad', 'mad', 'pin'
Writing	Gives meaning to the marks they make as they draw write and paint. Uses some clearly identifiable letters Writes own name	Indoor writing area where children can write independently. Mark making area in funky fingers time e.g. blackboard material with chalk. Paper and a range of writing resources available around provision. Weekly letter formation session in books.	Language based upon theme for each week linked to books.		Your child may begin to form letters of their name and practice forming others Child should now assign meaning to the marks they make which should be an accurate representation	Form the letters from their name and some CVC words including formation of m,a,s,d,t,i,n,p,g,o,c,k,u,b,f





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Number	<p>Recognises numerals 1 to 5 Counts objects which cannot be moved Uses the language of more and fewer to compare two sets of objects Finds one more and one less than from a group of up to five objects</p>	<p>Introduce Ten Town to help develop number formation and number recognition to 5. Maths carousel- concrete, pictorial and physical activities. Focus on 1:1 correspondence. Children will take part in 2 formal maths lesson a week. As per White Rose maths children will focus on number and place value with support of number blocks. Autumn progression includes numbers to 5, sorting into groups, comparing quantities of groups, one more and one less within 5 and time (my day).</p>	<p>1, 2, 3, 4, 5 Greater / Less Bigger / Smaller Same / Different One more One less My day – Morning, afternoon, evening, today, tomorrow</p>		<p>Children should now recognise numbers in their environment 1-5. Children should be able to accurately use vocabulary of bigger than / smaller than and more /fewer.</p>	<p>Children should use Children should be able to discuss key events from their day using relative time connectives. Children should know numbers 1-5 and be able to identify one more and one less than numbers to 5.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding the World – Growth and Change</p>	<p>Asks questions about aspects of their familiar world. Begins to investigate similarities, differences, patterns and change.</p> <p><b>Y1 Curriculum Foundation Objectives</b> Science</p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of</li> </ul>	<p>Discuss who we are, what makes us unique, where we live and what we can recognise around us. Discuss our families, who lives in our home, what hobbies we have. Are all families / interests the same? <b>P4C link</b> Build Mr Potato Head as replica of self. Develop Family tree; interview grandparents, look at old fashioned toys and games, What does my name mean? Use google maps to look at our homes and complete a design and construction of our home / street. Can we learn our address? Look at significant features in Peterlee do we recognise any of them? What are they for? Children will use technology – IPAD's and computers to research, create and design. Children will have access to Purple Mash and other online programmes.</p> <p>Science – My Body</p> <p>Growth and Survival</p>	<p>Lifetime Family Peterlee England Century Year Time Face – features Senses (?)</p>		<p>Will have a knowledge of where they live and some key features of Peterlee. They will ask questions about their family and what happened in the past.</p>	<p>They will know where they live in Peterlee and some of its features. They will know how their relatives have lived differently to them including different toys, homes and games.</p>
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	<p>the body is associated with each sense.</p> <ul style="list-style-type: none"><li>• Notice that animals, including humans, have offspring which grow into adults.</li><li>• Find out about and describe the basic needs of animals, including humans, for survival.</li></ul>					
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<p>Understanding the World- People, Culture and Communities</p>	<p>Shows an interest in the lives of people who are familiar to them Can talk about some similarities and differences in relation to friends or family</p> <p><b>Y1 Curriculum Foundation Objectives</b> Geography</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and</li> </ul>	<p>Children will learn about the celebration- Diwali, Halloween / Day of the Dead and Christmas. Children will take part in the celebration and discuss how they could celebrate it. Children will discuss How the celebrations are similar / different and what they like or dislike about it. Children will try cultural foods (Indian / Mexican / British) and listen to cultural music. Children will learn how to greet one another on the register in the chosen language.</p> <p>Geography - Where do I Live</p>	<p>Celebrations – Halloween, Diwali, Christmas Hindu Christian Religion Rangoli Pattern Sugar Skull</p> <p>Namaste Hola Hello</p>		<p>Children will be able to say hello in a range of languages- Spanish and Indian. They can discuss themselves and their likes / dislikes. Children should discuss other celebrations and what they include.</p>	<p>Children will know some other celebrations including Diwali, Day of the Dead, Halloween and Christmas and will be able to discuss how they are celebrated.</p>
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	physical features of its surrounding environment.					
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design – Being Imaginative and Expressive Art and Design</p>	<p>Begins to build a repertoire of songs and dances Taps out simple repeated rhythms Uses a variety of construction materials Uses tools for a purpose Creates simple representations of events, people and objects Introduces a storyline or narrative to their play Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p><b>Y1 Curriculum Foundation Objectives</b> Art and Design</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• To develop a wide range of art and design techniques in using colour, pattern,</li> </ul>	<p>Small World area will have a range of animals and people. This will be enhanced with pictures from Peterlee for children to recreate activities in their local area. Home Corner will be used to allow children to recreate their home and enhanced with new materials including coloured rice, pasta, baking equipment, scales – can children make own playdough? Phone and address books? Bus timetable? Creative area will include resources to make a self portrait, family tree, day of the dead skull, Rangoli patterns in the painting area with golf tees.</p> <p>Art - Self Portraits DT - Perfect Pizzas</p>	<p>Glue Join Cut Stamp Pattern Measure Stir</p>		<p>Children will enjoy making and creating pictures and collages using resources. They will be eager to try new tools to achieve a planned effect e.g. scissors for cutting, rolling pin to flatten, use of a shape cutter.</p>	<p>Children will be able to use materials to achieve a planned effect e.g. building their home. Children will replicate in their play what they have observed at home and school.</p>
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	<p>texture, line, shape, form and space</p> <ul style="list-style-type: none"><li>• Design purposeful, functional and appealing products for themselves and others based on design criteria</li><li>• Evaluate their ideas and products against design criteria</li></ul>					
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