

Medium Term Planning Autumn 2 2021 EYFS

Key Skills	
	PSED, UTW, C&L,
Big Questions	
	<p><u>Once upon a time and celebrations.</u></p> <p>Did they all live happily ever after? How do different religions celebrate?</p>
Key Texts	
	<p>Books about Autumn, changes and celebrations.</p> <p>(Percy the park keeper, stories about dragons, fairies, traditional tales)</p>
Prime Areas of Learning.	
PSED	<p>To use positive behaviour reinforcement within the classroom.</p> <p>To continue to see themselves as a valuable individual.</p> <p>To continue to build upon constructive and respectful relationships.</p> <p>To be given the opportunity to express their feelings and consider the feelings of others.</p> <p>To develop the skill of resilience and perseverance in the face of challenge.</p> <p>To demonstrate that they can identify and moderate their own feelings socially and emotionally.</p> <p>To think about the perspectives of others.</p> <p>With support, they develop managing their own needs within the classroom.</p> <p>Children to gain understanding of and demonstrate school values, this will be celebrated weekly within assembly or class celebration.</p> <p>Identifying and following our agreed happy and safe classroom routines</p>

<p>Communication & Language</p>	<p>To understand how to listen carefully and why listening is important. Using a weekly word wall, children to learn new vocabulary and demonstrate they can use it in different contexts. To be encouraged to use new ‘topic’ vocabulary through the day. Through good adult modelling, children to be encouraged to ask questions to find out more and to check they understand what has been said to them. To be encouraged to articulate their ideas and thoughts in well-formed sentences. After exposure to traditional tales children to be encouraged to connect one idea or action to another using a range of connectives. To encourage children to retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>To begin to describe events in some detail. Use talk to help work out problems within the learning environment, helping to organise thinking. Children to develop social phrases. Children to demonstrate they can engage in story times. To be able to listen to and talk about stories to build familiarity and understanding. Children to demonstrate they can listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Continue to establish routines and expectations: all children to be encouraged to speak in full sentences. Daily directed talk time through ECAT and circle time. Daily phonics Please see weekly planning for words / vocab of the week. Range of traditional tales to develop understanding of beginning, middle and end.</p>
<p>Physical Development</p>	<p>To access fine motor control activities both indoors and outdoors. To continue to develop the importance of regular physical activity.</p>

	<p>Within PE session, children to continue dance programme (using Kapow celebrations strand) They will continue to learn how to develop control and fluent style of movement. Children continue to combine different movements with ease and fluency.</p> <p>Fine motor control focus: finger gym activities, daily dough-gym, fine motor table. Real PE: Personal Skills Gross motor: Use of outdoor garden area (see weekly planning) Handwriting practice every morning</p>
Specific Areas of Learning	
<p>Maths: Number & Shape, Space and Measure</p>	<p>To become confident counting objects, actions and sounds. To encourage children to link the number symbol (numeral) with its cardinal number value with numbers 1-10. To practically encourage children to count beyond ten. With support to select, rotate and manipulate shapes in order to develop spatial reasoning skills. To become confident to continue, copy and create repeating patterns. To practically compare length, weight and capacity. Focus on a number a week (numbers 7-12):</p>
<p>Literacy Writing/Reading</p>	<p>To begin to read individual letters by saying the sounds for them. To begin to blend CV/CVC words. To begin to access handwriting programme to allow them to form lower case and capital letters. Continue with phase 2 phonics and tricky word wall. Children to begin writing short captions to reflect their confident within the phonics programme. Daily story time (ECAT) with children focusing on: When ready children have access to reading books using phase 2 tricky words and phase 2 phonemes.</p>
<p>Understanding the world</p>	<p>To be able to talk about members of their immediate family and community and how they celebrate Christmas / other religious festivals. To be encouraged to comment on images of familiar situations in the past. (past celebrations, family gatherings) To compare and contrast characters from stories, including figures from the past. To begin to Understand that some places are special to members of their community. (churches at religious buildings during celebrations)</p>

	<p>To begin to recognise that people have different beliefs and celebrate special times in different ways. To appreciate and recognise some similarities and differences between life in this country and life in other countries. To enjoy exploring the natural world around them. To be able to describe what they see, hear and feel whilst outside. To begin to recognise some environments that are different to the one in which they live. To show understanding understand the effect of changing seasons on the natural world around them.</p>
Expressive Arts and Design	<p>To use art and craft activities both within adult led and child initiated experiences to build upon previous learnt skills. Children to learn and create collaboratively sharing ideas, resources and skills. Through song time and music sessions children to begin to listen attentively and use music to express their feelings. During PE sessions children to watch and talk about dance and performance art, expressing their feelings and responses. During circle time children to sing in a group, increasingly matching the pitch and following the melody. Using both small world and role play areas children to develop storylines in their pretend play.</p> <ul style="list-style-type: none"> • Questioning how things work and the mechanisms involved in making things work. • Constructing and experimenting with dough, plasticine and a variety of material to explore 3D Form. • Drawing: Exploring different media and textiles that can be used to create new Fairytale front covers. • Exploring different ways for recording ideas through drawing. • Designing and making a new chair for Baby Bear, a bridge for the Gingerbread Man, a strong house that will not be blown away. • Creating new Fairytale book covers
Music	Please see Kapow planning for breakdown of weekly activities.
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Key themes	<p>Theme: Christmas/ Divali</p> <p>Key Question: What is Christmas? How is Christmas celebrated around the world What is Divali?</p>

	Religion: Christianity /Hinduism
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Computing (Technology)	
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Please see Kapow planning for breakdown of weekly activities.	
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Trips/ Visitors/ Parental Involvement	
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Important Dates/ Celebrations	
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Black History Month – wb/01.10.21	
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World Mental Health Day – 11.10.21	
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Guy Fawkes Night – 05.11.21	
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Anti-Bullying week – 11.11.21	
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Remembrance Day – 11.11.21	
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Diwali - 4.11.21	
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World kindness day - 17.11.21	
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