

Medium Term Planning Autumn 1 2021 EYFS

Key Skills	
	PSED, C&L
Big Questions	
	<u>Healthy Living</u> Who am I and who are you? What makes us healthy?
Key Texts	
	Children to enjoy a range of books about the body and stories involving growing and being healthy (Tiger that came for Tea, Hungry Caterpillar, Little red hen, Enormous Turnip, Supertato)
Prime Areas of Learning.	
PSED	<p>To use positive behaviour reinforcement within the classroom.</p> <p>To begin to see themselves as a valuable individual.</p> <p>To begin to build constructive and respectful relationships.</p> <p>To be given the opportunity to express their feelings and consider the feelings of others.</p> <p>Begin to show resilience and perseverance in the face of challenge.</p> <p>Demonstrate that they can identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>With support, they begin to manage their own needs within the classroom.</p> <p>Transition to reception, learning to manage feelings and behaviours, making new friends and routines.</p> <p>Children to gain understanding of and demonstrate school values.</p> <p>Identifying and following our agreed happy and safe classroom routines</p>

Communication & Language	<p>To learn and use new vocabulary in relation to 'healthy living' topic</p> <p>To engage in storytime using props and visual aids.</p> <p>To use talk to help resolve issues in the classroom and begin to organise thinking.</p> <p>Establish routines and expectations: all children to be encouraged to speak in full sentences.</p> <p>Daily directed talk time through ECAT and circle time.</p> <p>Daily phonics</p> <p>Please see weekly planning for words / vocab of the week.</p>
Physical Development	<p>To access fine motor control activities both indoors and outdoors.</p> <p>To develop the importance of regular physical activity.</p> <p>To understand the different ways of eating healthily, looking after our teeth and promoting sensible amounts of screen time.</p> <p>To understand why sleep is important for our bodies.</p> <p>To begin to understand how to be safe within our local environment.</p> <p>Within PE sessions, children begin the dance programme, learning how to develop control and fluent style of movement.</p> <p>Children begin to combine different movements with ease and fluency.</p> <p>Fine motor control focus: finger gym activities, daily dough-gym, fine motor table.</p> <p>Real PE: Personal Skills</p> <p>Gross motor: Use of outdoor garden area (see weekly planning)</p> <p>Handwriting practice every morning</p>
Specific Areas of Learning	
Maths: Number &	<p>To become confident counting objects, actions and sounds.</p> <p>To encourage children to link the number symbol (numeral) with its cardinal number value with numbers 1-10.</p>

Shape, Space and Measure	<p>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.</p> <p>Baseline assessment Focus on a number a week (numbers 1-6):</p>
Literacy Writing/Reading	<p>To begin to read individual letters by saying the sounds for them. To begin to blend CV/CVC words. To begin to access the handwriting programme to allow them to form lowercase and capital letters. Introduction to phase 1/2 phonics and tricky word wall. Daily story time (ECAT) with children focusing on: Labels & Captions Matching words to Captains, using CVC words.</p>
Understanding the world	<p>Children talk about members of their immediate family and community. (Different types of families, family traditions, importance on being unique, jobs that our grown-ups do, our dream jobs, people who help us) To be able to name and describe people who are familiar to them. To recognise how we change as we get older. To show some similarities and differences between life in this country and life in other countries. To explore the natural world around them. (Autumn and changes) To begin to use developing vocabulary to describe what they see, hear and feel whilst outside. To be able to recognise some environments that are different to the one in which they live. 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 begin to listen attentively and use music to express their feelings.</p>

	<p>During PE sessions children watch and talk about dance and performance art, expressing their feelings and responses. During circle time children sing in a group, increasingly matching the pitch and following the melody. Using both small world and role play areas children develop storylines in their pretend play.</p> <p>Printing with body parts. Drawing: Exploring different media while making self portraits and depicting family members (pastels, pencils, pens, felt tips, paint, collage). Painting with a variety of colours and linking emotions to colour.</p> <p>Creative self and family portraits. Creating a likeness of their family Making family trees Drawing around body parts</p>
Music	
RE	
Key themes	<p>Theme: New beginnings</p> <p>Key Question: Why is it important to make the most of new beginnings?</p> <p>Religions: Christianity</p>
Computing (Technology)	
Please see Kapow planning for breakdown of weekly activities.	
Trips/ Visitors/ Parental Involvement	

Important Dates/ Celebrations
Autumn Day World smile day- 5.10.21 Dussehra (hindu) 4.10.22 Rosh Hashanah (JEWISH) 25.9.22