

## Early Years Foundation Stage Medium Term Plan Cycle B - Autumn 1 2021 – Reception

Theme: Autumn 1 2021  <i>Look at Me</i>	Week 1  <i>Baseline</i>	Week 2  <i>Baseline</i>	Week 3  <i>Baseline</i>	Week 4  <i>Baseline</i>	Week 5  <i>Baseline</i>	Week 6  <i>Baseline</i>	Week 7
<b>Focus:</b>	<i>My Name My Face My Body My Family My Pets My Birthday (Wow Day)</i>		<b>Sight</b>	<b>Hearing</b>	<b>Touch</b>	<b>Taste</b> <i>The food I eat Oral Health</i>	<b>Smell</b>
Our curriculum is responsive to the changing interests and needs of the children.							
<b>Important Dates:</b>	<b>Rosh Hashanah (Jewish New Yea)</b>					<b>Harvest</b>	
<b>Opportunities for Exploring Diversity:</b>	<i>Making comparisons between ourselves; features, names, our family make up, our heritage Foods from around the world Harvest around the world Rosh Hashanah</i>						
<b>Books:</b>	<i>I Love my Hair Daddy do my hair?</i>	Brown Bear, Brown Bear what can you see? Eric Carle  I know a man called Mr Red - poem This Little Puffin  Anna's amazing Glasses	Polar Bear, Polar Bear what can you hear? - Eric Carle  Walking through the Jungle (PE)			Little Red Hen  Tasty Poems - Nick Sharrat  Goldilocks and the 3 bears <i>Goldy Luck and the Three Pandas</i>	The Smelly Book - Babette Cole  Smelly Socks - Robert Munsch

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Communication and Language	Listening and Attention	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Can find it difficult to pay attention to more than one thing at a time.</li> <li>• Engage in story times.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>					
	Understanding	<ul style="list-style-type: none"> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Understand how to listen carefully and why listening is important.</li> </ul>					
	Speaking	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• May have problems saying:                             <ul style="list-style-type: none"> <li>• Use longer sentences of four to six words.</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>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul> </li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Develop social phrases.</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> <li>• Use new vocabulary in different contexts.</li> </ul>					

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### Specific to How Wood:

- How to be a good listener - use visual prompts as a reminder (twinkl or photos of children)
- Good sitting, keep hands still, look at speaker, hear what is said, think about it
- Listening games - linked to phonics and senses theme
- What do we use to hear/ see/ taste/ look/ and smell? Questions relating to Senses theme.
- Responding to simple instructions, extending to more complex two part instructions
- Modelling 'how' and 'why' questions through 'Senses' and CIL time.
- Extending vocabulary of words relating to the Senses - describing sounds, sights, taste, touch and smells.
- Scaffold children's talk about their learning and experiences.
- (Baseline Assessment)

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<b>Personal, Social and Emotional Development</b>	Self-Regulation	Separate from carer with adult support						
	Building Relationships	Getting to know you games.	Making new friends Scaffolding and modeling how to make a friend and play; sharing and taking turns					
	Managing Self	<ul style="list-style-type: none"> <li>Set classroom and outdoor rules especially linked to CIL time.</li> <li>Set snack rules and routines</li> <li>Catch children being good photo's and discuss.</li> <li>Talk about the day and introduce a visual timetable</li> <li>Lining up and behaving appropriately for assembly</li> </ul>						
	JIGSAW - Being Me in My World		Help others to feel welcome	Try to make our EYFS a better place	Think about everyone's right to learn	Care about other people feelings	Work well with others	Choose to follow the Learning Charter


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Physical Development	<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• Pens/pencils/chalks</li> <li>• Scissors: Make snips, cut shapes etc with increasing control and safety</li> <li>• Glue sticks/spreaders</li> <li>• Paint/paintbrushes/printing</li> <li>• Stencils</li> <li>• Tracing</li> <li>• Utensils/cutlery for eating</li> </ul>						
	<b>Linked to PSED (Managing Self)</b>	<p>How do we wash our hands properly?                      Why do we need to wash our hands?                      Understand that we need to use equipment and tools safely - outside area/PE - games/ small tools e.g. scissors carrying them safely                      Healthy eating</p> <p>Dressing/ Observing the effect of activity on our bodies - link to PE/ Outside area during CIL time</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> <p>Safety when travelling and crossing the road</p>						
	<b>See PE Passport discrete PE planning</b> Gym - Rocking & Rolling	Rock on different body parts Transfer weight from one part of my body to another	Travel from rock into a roll  Perform a log and egg roll	Roll sideways and forwards, leap, scissor kick	Perform pencil rolls Jump from low apparatus in different ways	Rock and roll Perform in canon with a partner	Demonstrate 3 different ways of rolling Move from one roll to another by rocking Give feedback	

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	<p><b>PE</b></p> <p>Alternative PE planning</p>	<p>Parachute Games</p> <p>Exploring space in large hall</p> <p>Responding to tambourine/music</p>	<p>Finding a space and using space</p> <p>Move around the hall sit, stand, walk, run</p>	<p><b>Walking through the jungle</b></p> <p>Whole hall use moving to a new space - stop and start</p> <p>Move in a range of ways, Running, skipping, hopping</p>	<p>Small Space-Boundaries - on ind. mats</p> <p>Move in a range of ways bouncing, jumping and landing</p>	<p>Use space safely with the Introduction of benches</p> <p>Work co-operatively to move benches</p>	<p>Use space safely with the Introduction of benches</p> <p>Move in a range of ways using hands and feet (high/low)</p>	<p>Use space safely</p> <p>Move in a range of ways forward, backwards and side ways.</p>
	<p><b>Gross Motor Skills</b></p>	<ul style="list-style-type: none"> <li>• Climbing frame/climbing/balancing tyres</li> <li>• Balance Bikes</li> <li>• Bikes</li> <li>• Scooters</li> <li>• Trampoline</li> <li>• Building</li> <li>• Throwing/catching equipment</li> </ul>						

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Literacy	<b>Phonics</b>  Letters and Sounds: <i>Phase 1 and 2</i>	Phase 1 activities Oral blending and segmenting.		Teach Phase 2 set 1 letters <i>s, a, t, p</i> Continue to practice oral blending and segmentation	Teach set 2 letters <i>i, n, m, d</i> Practise learnt letters and sounds <i>s, a, t, p</i> . Briefly practise oral blending and segmenting. Teach blending with letters Practise blending for reading. Practise blending for reading the high-frequency words <i>is, it, in, at</i>	Teach set 3 letters <i>g, o, c, k</i> Practise all learnt letters and sounds. Briefly practise oral blending and segmenting. Practise blending with letters (reading words) Teach segmentation for spelling Teach blending and reading the high frequency words <i>and</i> Demonstrate reading caption using words with set 1 and 2 letters <i>and</i>	Consolidate Letters and Sounds through discrete phonics and Big Book Work	
	Reading	Stories about starting school <i>See diversity books - all about me</i>  Baseline assessment: using books/story language and features		Brown Bear, Brown Bear what can you see? Eric Carle  I know a man called Mr Red - poem This Little Puffin  Anna's amazing Glasses	Polar Bear, Polar Bear what can you hear? - Eric Carle  Walking through the Jungle (PE)	That's not my Teddy (small groups to describe touch and feel books)	Little Red Hen  Tasty Poems - Nick Sharrat  Goldilocks and the 3 bears <i>Goldy Luck and the 3 pandas</i>	The Smelly Book - Babette Cole  Smelly Socks - Robert Munsch
	Writing  Ongoing writing within the Role Play area and graphics area	Name writing Mark making through role play and graphics area		Shared writing Linked to Letters and Sounds -ppp popcorn	Phonics/keywords through big books (above)	Phonics/keywords through big book: <u><b>That's not my Teddy</b></u>	Harvest Card Inserts?  Phonics/keywords through book: <u><b>Little Red Hen</b></u>	Sentence writing - I can smell ... 

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<b>Mathematics</b>	<b>Assessment for Baseline</b>	<ul style="list-style-type: none"> <li>• Number rhymes and counting</li> <li>• Number names</li> <li>• What can they count to</li> <li>• Number matching</li> <li>• More/less</li> <li>• 1:1 correspondence</li> <li>• Use the language of adding and taking away</li>   <li>• Matching and sorting activities Pattern Making</li> <li>• Shape recognition</li> </ul>						
	<b>Herts Reception Essentials Planning</b> - Numbers - Numerical Patterns		<b>RLS1 Subitising</b> - including equivalence, more and less  <b>Step 1:</b> Recognising familiar patterns to subitise, noticing when the patterns are the same and different  <b>Step 2:</b> Making the same values in different patterns to subitise  <b>Step 3:</b> Noticing when something has a different value when subitising  <b>Step 4:</b> Identifying more or less when subitising  <b>Step 5:</b> Subitising to identify same, more or less when objects can move	<b>RLS2 Counting Skills</b> - stable order and one to one correspondence  <b>Step 1:</b> Touching a small set of similar objects (more than one) one at a time and rehearsing the number names in the correct order  <b>Step 2:</b> Touching a small set of mixed objects one at a time and rehearsing the number names in the correct order  <b>Step 3:</b> Using number names to count a set of objects accurately when they could be moving  <b>Step 4:</b> Using number names to count a set of moving objects accurately when they cannot be touched and / or seen	<b>RLS3 Comparisons</b> - Measures  <b>Step 1:</b> What makes objects similar and different. Explaining what we notice.  <b>Step 2:</b> Using the language of longer/taller and shorter to compare length or height  <b>Step 3:</b> Using the language of wider/fatter/thicker and thinner to compare thickness  <b>Step 4:</b> Using the language of heavier and lighter to compare mass/weight Exploring that bigger things might not be heavier  <b>Step 5:</b> Ordering a small set of objects by a given attribute			





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Understanding the World	<b>People, Cultures and Communities</b>	<i>Gaining a sense of belonging to a new group</i> <i>Baseline: Are they talking about family/friends/events?</i>		What would it be like with out sight? Blindfold game Do we all look the same?	What would it be like with out hearing? Sign language	Link to the importance of touch for blind people (Lucy's picture)	Does everyone like the same tastes? Pictogram  <i>Celebrating food - look at farming in the community</i>	Do we all like the same smells?
	<b>The Natural world</b>	Discuss the place where we went for our holidays, locate on a map/Google Earth  Creating a senses display.		Mirrors - children to look at themselves  Hide and Seek - exploring where to hide big and small objects	Exploring a sound wall  Listening games - loud/quiet (links to phonics)  Loud/quiet bottles  Sound waves guttering	Different textures to touch/walk on - describe feel and sound  sensory board   Fill balloons halfway with items such as water, flour, sugar, beans, beads, and rice. 	Taste foods - sweet/salty and plain  (Crisps, popcorn, porridge - linked to Goldilocks)  Making bread - looking at change  Wheat - flour - bread Linked to the Little Red Hen	Put strong smells inside socks - can children identify smells or match them to pictures?

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	<b>Technology</b>	<u>Discrete ICT</u> Logging on and mouse control/mark making	<u>Discrete ICT</u> Listening to sound stories (traditional tales)  Use Purple Mash (2create) to make a sound story	<u>Discrete ICT</u> Mouse skills program	<u>Discrete ICT</u> Mouse skills program	<u>Discrete ICT</u> Using RM Starting Graph Taste foods and make a pictogram of the chn's favourite food	<u>Discrete ICT</u> Mouse skills program
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Expressive Arts and Design	<b>Creating with Materials</b>	Baseline assessment:  Using lines to enclose space and use to represent objects <b>Drawing a picture for LJs</b>	Explore colour - monoprinting t-shirts for Mr Red, Mr Blue etc  Mixing colours Painting blindfolded  Light catcher on acetate or CD  Designing glasses for the role play area	Exploring colour using finger painting/brushes  Painting to music  Making a noisy sculpture (wind chime)	Textured collage - children choose and describe different textures for collage Textured brushes/sponges each layer a different texture  Hand printing  Make sensory baby toy - hang different textures off of a curtain ring.	Textured painting - adding different materials to paint (rice, porridge, lentils, pasta)  Fruit/vegetable printing  Printing technique - harvest bags	Glue printing textures - sprinkling glitter/sequins on to glue trails or printing with glue using cutters  Mr Potato head   Mixed media Autumn trees 	
	<b>Being Imaginative</b>	Role Play indoors: <b>Home Corner</b> - First few weeks THEN: <b>Opticians</b> - develop and extend with children Need: sight chart/ doctors kits, clothes, prescription pads, pens/pencils, small clip boards, surgery times, teddies/babies to take to doctors. Visit from doctor or nurse?  Role Play outside: <b>Goldilocks and the 3 bears/home corner</b>  Sound Shed outside and instrument basket inside  <b>Music - Teaching songs to perform</b> Head shoulders Knees and Toes Singing Hands - Wheels on the bus Senses Songs						