

Early Years Foundation Stage Medium Term Plan Reception Cycle A - Autumn 1

| Theme: Autumn 1 2022 <i>Being Me!</i> | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|--|---|--|--|---|--|--|---|
| Focus: | My Name & My Family Baseline | My School Baseline | My Pets Baseline | My Birthday Baseline | My Face Baseline | My Body (including oral health) Baseline | Healthy Me (including the food I eat) |
| In EYFS we have flexibility within our curriculum as we like to follow the children's interests and see where that leads us. | | | | | | | |
| Important Dates: | | | | | | Harvest Festival | |
| Opportunities for Exploring Diversity: | Family names Family heritage Places we've visited Skin tones - noticing and talking about differences Foods from around the world | | | | | | |
| Books | <i>Books about starting school</i> The colour monster goes to school <i>The day you begin</i> <i>The boy who loved everybody</i> | The Large family stories My first time with our new baby Guess how much I love you My mum is fantastic Mt Grandpa is great Hug Peace at last | The great pet sale I want a pet <i>Pet show</i> Mog the forgetful cat 6 dinner Sid <i>Dr Potts my pet has spots</i> My cat likes to hide in boxes Pets - non fiction I'm thinking of a pet <i>Handa's Hen</i> | How many sleeps till my birthday Mog's Amazing Birthday Caper Kipper's Birthday Pass the jam Jim | <i>I love my hair</i> <i>Daddy do my hair</i> <i>Hair love</i> Need a trim, Jim | <i>Handa's Surprise</i> <i>Baby goes to market</i> I'm a girl Alfie's feet Little Red Hen Funny Bones | Jasper's Beanstalk Oliver's vegetables |

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| Communication and Language | Development Matters | <p>How to be a good listener - use visual prompts as a reminder Good sitting, keep hands still, look at speaker, hear what is said, think about it</p> | | | | | | |
| | Listening and Attention | <p>Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> | | | | | | |
| | Understanding | <p>Understanding use of objects. Responding to simple instructions, extending to more complex two part instructions. Modelling 'how' and 'why' questions through stories, Adult Direct activities and CIL time. Asking who, what, when, how questions: What can you tell me about....? Use of prepositions and directions - link to Maths</p> | | | | | | |
| | Speaking | <p>Extending vocabulary of words reflect their experiences through our topic of traditional tales/Summer. Scaffold children's talk about their learning and experiences - model complex sentences, asking questions. (links to literacy) Articulate their ideas and thoughts in well-formed sentences Describe events in some detail</p> | | | | | | |

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| Personal, Social and Emotional Development | Self-Regulation | Separate from carer with adult support | | | | | | |
| | Managing Self | <ul style="list-style-type: none"> Set classroom and outdoor rules especially linked to CIL time. Set snack rules and routines Catch children being good photo's and discuss. Talk about the day and introduce a visual timetable Lining up and behaving appropriately for assembly | | | | | | |
| | Building Relationships | Getting to know you games. | Making new friends Scaffolding and modeling how to make a friend and play; sharing and taking turns | | | | | |
| | 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 | Small/Fine Motor Skills | Links to all areas of learning - using construction, writing, using media and materials, maths • Uses one-handed tools and equipment - scissors, different sized paintbrushes, printing tools, mark making tools, hole punch, saw, hammer, stapler, tape dispenser, sellotape, cookery utensils, • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. | | | | | | |
| | Linked to PSED (Managing Self) | 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 - healthy heroes What kind of food do Super learners need give them energy, be strong and healthy? Introduce new food at snack time can chn try some super veggies/fruits? | | | | | |
| | | Dressing/ Observing the effect of activity on our bodies - link to PE/ Outside area during CIL time Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Safety when travelling and crossing the road | | | | | | |


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| See Get Set 4 PE discrete PE Planning | Introduction to PE: Unit 1 | | | | | | |
| | | Witches and Wizards To move safely and sensibly in a space with consideration of others | Pirates To develop moving safely and responsibly | Mythical Creatures To use equipment safely and responsibly | To the Castle To use different travelling actions whilst following a path | Superheroes To work with others co- operatively and play as a group | Monsters To follow, copy and lead a partner |
| Gross Motor Skills | <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> | | | | | | |

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| <i>Being Me!</i> | | | | | | | | |
| Focus: | | My Name & My Family | My School | My Pets | My Birthday | My Face | My Body (including oral health) | Healthy Me (including the food I eat) |
| | | Baseline | Baseline | Baseline | Baseline | Baseline | Baseline | |
| Literacy | Phonics | Phase 1 activities: Focus on Oral blending and segmenting. | | | | | | → |
| | Letters and Sounds: Phase 1 and 2 | | | Teach Phase 2 set 1 letters <i>s, a, t, p</i> | Teach set 2 letters <i>i, n, m, d</i> | Teach set 3 letters <i>g, o, c, k</i> | Teach set 4 letters <i>ck, e, u, r</i> | Teach set 5 letters <i>h, b, f, ff, l, ll, ss</i> |
| | | <ul style="list-style-type: none"> Practise all learnt letters and sounds Teach and practise blending the high-frequency words <i>is, it, in, at, and</i> Teach segmentation for spelling Demonstrate/teach reading captions using words with set 1 to 5 letters Read and Spell Phase 2 Tricky words: <i>I, no, go, to, the, into</i> | | | | | | |
| Reading | | <p>Stories about starting school <i>See diversity books - all about me</i></p> <p>Baseline assessment: using books/story language and features</p> | | | | | | |
| | | <ul style="list-style-type: none"> <i>Books about starting school</i> <i>The colour monster goes to school</i> <i>The day you begin</i> <i>The boy who loved everybody</i> | <ul style="list-style-type: none"> <i>The Large family stories</i> <i>My first time with our new baby</i> <i>Guess how much I love you</i> <i>My mum is fantastic</i> <i>Mt Grandpa is great</i> <i>Hug</i> <i>Peace at last</i> | <ul style="list-style-type: none"> <i>The great pet sale</i> <i>I want a pet</i> <i>Pet show</i> <i>Mog the forgetful cat</i> <i>6 dinner Sid</i> <i>Dr Potts my pet has spots</i> <i>My cat likes to hide in boxes</i> <i>Pets - non fiction</i> <i>I'm thinking of a pet</i> <i>Handa's Hen</i> | <ul style="list-style-type: none"> <i>How many sleeps till my birthday</i> <i>Mog's Amazing Birthday Caper</i> <i>Kipper's Birthday</i> <i>Pass the jam Jim</i> | <ul style="list-style-type: none"> <i>I love my hair</i> <i>Daddy do my hair</i> <i>Hair love</i> <i>Need a trim, Jim</i> | <ul style="list-style-type: none"> <i>Handa's Surprise</i> <i>Baby goes to market</i> <i>I'm a girl</i> <i>Alfie's feet</i> <i>Little Red Hen</i> <i>Funny Bones</i> | <ul style="list-style-type: none"> <i>Jasper's Beanstalk</i> <i>Oliver's vegetables</i> |

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| Literacy | Writing | Letter formation and handwriting skills Ongoing writing opportunities within the Role Play Area and Graphics Area | | | | | | |
| | | Literacy Focus: Let's Write: Name Writing | Literacy Focus: Shared writing Linked to Letters and Sounds -ppp popcorn  | Literacy Focus: Shared writing linked to Phonics/keywords and daily big books | Literacy Focus: Shared writing linked to Phonics/keywords and daily big books | Literacy Focus: Harvest Cards Shared writing linked to Little Red Hen | Literacy Focus: Shared writing linked to Phonics/keywords and daily big books | |

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| Mathematics | <u>Assessment for Baseline</u> | <ul style="list-style-type: none"> • Number rhymes and counting • Number names • What can they count to • Number matching • More/less • 1:1 correspondence • Use the language of adding and taking away • Matching and sorting activities Pattern Making • Shape recognition | | | | | | |
| | Herts Reception Essentials Planning - Numbers - Numerical Patterns | RLS1 Subitising - including equivalence, more and less Step 1: Recognising familiar patterns to subitise, noticing when the patterns are the same and different Step 2: Making the same values in different patterns to subitise Step 3: Noticing when something has a different value when subitising Step 4: Identifying more or less when subitising Step 5: Subitising to identify same, more or less when objects can move | RSL2 Counting Skills (stable order and one to one correspondence) Step 1: Touching a small set of similar objects (more than one) one at a time and rehearsing the number names in the correct order Step 2: Touching a small set of mixed objects one at a time and rehearsing the number names in the correct order Step 3: Using number names to count a set of objects accurately when they could be moving Step 4: Using number names to count a set of moving objects accurately when they cannot be touched and / or seen | RSL3 Comparisons Measures Step 1: What makes objects similar and different. Explaining what we notice. Step 2: Using the language of longer/taller and shorter to compare length or height Step 3: Using the language of wider/fatter/thicker and thinner to compare thickness Step 4: Using the language of heavier and lighter to compare mass/weight Exploring that bigger things might not be heavier Step 5: Ordering a small set of objects by a given attribute | | | | |

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| | Baseline | Baseline | Baseline | Baseline | Baseline | Baseline | Baseline | |
| Understanding the World | The natural World | Ongoing observations of the changing natural environment and seasons | | | | | | |
| | | Discuss the places we visited during the school holidays, locate on a map/Google Earth | Walk around the school - noticing the indoor and outdoor environment. What season are we in? How can we tell? | | | Use sorting rings and photos of each other and sort by different features. Careful observations using mirrors | Naming body parts & say what they are used for & how they move (music/PE) How can we stay healthy? (including diet/sleep/screen time/hygiene and oral health) What foods do we need to stay healthy and why? | |
| | People, Cultures and Communities | Who is in your family/who lives in your home? Are all families the same? Celebrate the differences | | What pets do we have at home or family member have? | Discuss the human growth cycle and be aware of how we grow and change. (baby-adult photos and clothes) | What can we do now that we couldn't do as a baby? How do we care for babies? | | |
| | | | | | Basil Bear's 5 th Birthday party. Help him celebrate Party Food | How do Christians celebrate harvest? What does HARVEST mean? What will happen in our school? How do we show thankfulness? | | |
| Technology | Ongoing use of technological toys and devices | | | | | | | |
| | Baseline assessment: • Interests in technology and making things work | Discrete ICT Purple Mash - Simple City <i>The Vets</i> Drag and drop | Discrete ICT Purple Mash - Count the candles https://www.purplemash.com/#app/games/2diy/wk7_numbers/EYFS | Discrete ICT Chrome Books - Purple Mash: <i>My Face</i> Touch screen | Discrete ICT Chrome Books - Purple Mash: <i>My Body</i> Touch screen | | | |

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| Expressive Arts and Design | <p>Creating with Materials</p> <p>Ongoing - Autumn Art Printing, rubbings and painting pictures of trees and leaves in our environment</p> <div style="text-align: center;">  <p>Portrait Station</p> </div> | | | | | | |
| | <p>Art for whole school display: T-shirts/portraits of families and likes/talents</p> <p>Painting their family Make and decorate a picture frame</p> | <p>3D pets - junk modelling, collage, paper plates etc.</p> | <p>Making birthday cards</p> <p><i>Collage/folding</i></p> | <p>Using different sized paintbrushes Portraits for Learning Journals</p> <p>Crazy Hair</p> <div style="text-align: center;">  </div> | <p>Cutting art straws/Q Tips - whole body Skeletons</p> <p><i>Reinforce glue spreader skills</i></p> | <p>Cutting and threading</p> <div style="text-align: center;">   </div> | <p>Printing Harvest Bags</p> <p>Autumn/ Harvest Collages/rubbings</p> |

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| Being Imaginative and Expressive | Role Play/Small world ideas: House | | | | | | |
| | Music: (Music Express) Sing up: https://www.singup.org/music/sing-up-music-curriculum/sing-up-music/reception-term-one | | | | | | |
| | Hello | Hello Songs: Nursery Rhymes | Special People | Special People Songs: Happy Birthday If you're happy and you know it | Sing Up - I've got a grumpy face | Sing Up - I've got a grumpy face Song: Head, shoulders, knees and toes Song: I've got a body Song: Dem Bones Singing harvest songs | Sing Up - I've got a grumpy face Songs: Lullabies |