

West Ashton C of E Primary School Medium Term Plan
Marvellous Me,
Autumn – suggested activities which will change according to the children's interests

Year: EYFS Date: Autumn Term 1 2022-2023 Teacher: Sandra Meehan Class: Shooting Stars							
Children have free flow access to the outdoor area at all times where learning though play is encouraged and activities are child initiated.							
EYFS band assessment Not on track On track	3 to 4			Reception		ELGS	
	Wk 1 Baseline assessments	Wk 2 Baseline assessments	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
<i>Curriculum Concepts</i>	Identity Friendship Compassion Responsibility	Identity Friendship Compassion Responsibility	Identity Friendship Compassion Responsibility	Identity Friendship Compassion Responsibility	Identity Friendship Compassion Responsibility	Identity Friendship Compassion Responsibility	Identity Friendship Compassion Responsibility
<i>HOOKS AND EXPERIENCES:</i>	We are all different Twinkl ebook Hair, it's a family affair (mylo Freeman).	I am too absolutely small for school (Charlie and Lola) by Lauren Child. Happy to be me (Emma Dodd)	'Sharing a shell' by Julia Donaldson. 'The smartest giant in town' by Julia Donaldson. <i>Show and tell with my favourite item from home.</i>	'Rainbow fish' by Marcus Pfister Starry Eyed Stan (twinkl e book)	Percy the park keeper collection (Nick Butterworth) We're Going on a Leaf Hunt (Steve Metzger) Autumn welly walk	Percy the park keeper collection (Nick Butterworth) Pumpkin Soup (Helen Cooper) Little Acorns (twinkl e book)	Percy the park keeper collection (Nick Butterworth) Room on the Broom (Julia Donaldson)
<i>Thinking and creating critically</i>	What do I look like? What is special about me?	What rules will help me learn? How can I help others to learn?	Sense of belonging – What is special about me? What do I love? Do I have a hobby? What makes me individual?	What is friendship? Am I a good friend?	What is a season and what do I already know about the Autumn season?	What changes happen during the Autumn?	Why do some animals hibernate?
<i>Active learning opportunities (motivation)</i>	Using the mirrors, encourage each child to look at themselves and describe what they see i.e. I have blond hair and blue eyes. Work through 'we	Work through 'classroom rules' PowerPoint (term 1 week 2) with the whole class, why are rules important? How can rules help us to be good learners? Make a set of rules with the class.	Children to all bring in an item to show and tell, something which is special about them and tells the class a little about them i.e. a teddy which they were given for a reason or a ballet shoe to show off a hobby etc. Give each child the opportunity to share their item with the class and encourage them to talk about their item and answer questions from other children.	What is friendship? – mind map children's ideas. Ask children to think of a way in which they have been a good friend since they have been at school, how could they be a good friend in the future. Explain that this is friendship week and we will all be looking for ways in which children show friendship.	Find out what the children know about seasons, Look at the seasons PowerPoint, ensure the children know and understand that there are four seasons.	Look closely at change during autumn by going out on to the field and having a good look at the trees. Share the changing of the oak tree PowerPoint with the children and point out that the tree on our school field is an oak tree.	What does hibernate mean? Discuss with the children. Share the twinkl book 'Don't hog the hedgehog'. Show the children the hibernation PowerPoint and discuss. Which animals hibernate?

	are all special' PowerPoint with the whole class, encourage children to discuss with peers and look for ways in which we are the same or different.				Play which season is this (Week 5 planning). and go for a welly walk to look for signs of autumn.		
Playing and exploring (engagement)	Exploring the classroom including outside area	Exploring the classroom including outside area	Exploring the classroom including outside area	Exploring the classroom including outside area	Exploring the outside areas	Exploring the outside areas	Learning through play
LITERACY READING, WRITING, COMMUNICATION AND LANGUAGE	Speaking to an adult - sharing information about home life - family, home, pets, hobbies Listening skills - can you remember what your partner said? Can you remember what we are learning today? Are you a star listener?	Speaking to an adult - sharing ideas about what may happen next at each stage of the story 'I am so small for school' Listening skills - can you remember what others said? Can you remember what we are learning today? Are you a star listener?	Listening skills - can you listen carefully to stories and say what may happen at the end? Can you remember some of the things that make your friends special? Can you tell your friends something which makes you special. Draw a picture of something you love doing whilst out of school, this could be a hobby, visiting the park, eating with your family etc... adults to annotate the picture.	Share friendship PowerPoint (term 1 week 4) and discuss. Read the story Rainbow fish, One-to-one encourage deep level thinking: Think carefully about the rainbow fish, how has the rainbow fish been a good friend? What else could he have done to show friendship, how would you show friendship? Teacher to annotate answers.	Share the story 'were going on a leaf hunt' Collect leaves on welly walk and look carefully at them using magnifying glasses and scissors. Children to draw a picture of their favourite leaf and discuss what they like about it. Teacher to annotate.	What can the children tell me about the trees? Ask the children to draw the trees they can see on the field then discuss their drawings. Share pictures of trees during each season, what do the children notice. What else might change during the autumn? (weather, hours of daylight, animals etc)	Look closely at which animals hibernate and why, how could we help these animals during the autumn and winter period? Why should we take care of our animals Gather the children's ideas and opinions.
ROLE-PLAY	Home corner, clipboards, photos and images.						
CONSTRUCTION	Exploring construction materials - children to have free reign (what are their interests). House building, this is my house.						
SMALL WORLD	Happy land train track and trains people and dolls house Lego						
OUTSIDE AREA	Ordering numbers large construction home corner water play messy kitchen						
MATHS	Language of time Sequencing events in the school day. Counting to 5 Numbers counting to 5 in sequence using fingers to support	Number blocks (NCETM) EP1&2 Counting to 5 Using one-to-one principle (children to learn that one object represents one number). Number songs to five - five green bottles, five flying saucers, five cheeky monkeys. Introduce 2D	Number blocks (NCETM) EP3&4 Counting to 5 Using stable-order principle (children to learn that counting is done in a certain order) Recognising numbers 1 to 5 Number formation using air pencils, white board pens. Number formation song. https://www.youtube.com/watch?v=DzKqCmjVXLI	Number blocks (NCETM) EP5&6 WRM -Just like Me (Match) Provide opportunities for children to find and match objects which are the same. Can you find one exactly like mine? How do you know it is the same? Can you find one that is different to mine? Why is this one not like mine?	Number blocks (NCETM) EP7&8 WRM -Just Like Me (Sort) Children learn that collections of objects can be sorted into sets based on attributes such as colour, size and shape. They begin to understand	Number blocks (NCETM) EP9&10 WRM - Just like me (compare) Children learn that sets can be compared and ordered. They understand that when making comparisons a set can have more items, fewer items or the same amount of items than another set.	Revisit and consolidate previous learning Number blocks (NCETM) EP11&12 Recognising numbers 1 to 10 Number formation using air pencils, white board pens. Number formation song. https://www.youtube.com/watch?v=DzKqCmjVXLI

		shapes			that the same collection of objects can be sorted in different ways and should be encouraged to come up with their own criteria for sorting objects into sets.		
PHONICS	Learning through play Introduce the messaging centre	Little Wandle Letters and Sounds Revised Week 1	Little Wandle Letters and Sounds Revised Week 2	Little Wandle Letters and Sounds Revised Week 3	Little Wandle Letters and Sounds Revised Week 4	Little Wandle Letters and Sounds Revised Week 5	Little Wandle Letters and Sounds assessment week
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Routines Expectations Meet teachers Get to know peers Jigsaw - Being in my world - Help others to feel welcome	Routines Expectations Building friendships Managing own personal needs. Jigsaw - Being in my world - Try to make our community a better place	Understanding and following classroom rules, routines and expectations. Managing own personal needs. Jigsaw - Being in my world - Think about everyone's right to learn	Building relationships, understanding friendship. I can have a go Participating with encouragement if required. Jigsaw - Being in my world - care about other people's feelings	How can I be a good friend, develop friendships within class, what makes a good friend. Jigsaw - Being in my world - Work well with others	We can have a go - participating, sharing, taking turns alongside other children independently. Jigsaw - Being in my world - Choose to follow the learning charter	Discuss the half term break, what is this? What will happen when we come back to school i.e. we will still be in the same class with our friends and teachers.
EXPRESSIVE ARTS AND DESIGN	Making self-portraits using mirrors to identify specific features. And labels to identify parts of the body.	Making self-portraits using mirrors to identify specific features. And labels to identify parts of the body.	Exploring junk modelling, safe use of tools for a purpose i.e. scissors, glues, Sellotape etc.	Decorating a rainbow fish using weaving and sticking.	Make autumn wheels to hang in the classroom using resources found on welly walk. Decorating the class tree.	Make leaf faces using natural resources. Decorating the class tree.	Make hibernation houses in the top garden using natural resources found around school. Label the houses and think about how to encourage the animals into the houses. Decorating the class tree.
UNDERSTANDING THE WORLD	Tour of the school, playground and getting to know our classroom and our outside area, what are the school expectations now the children are in reception. Using the IWB safely and correctly.	Explore the outdoor area using all senses through free play, create drawings of self, playing in the outdoor environment. Using the IWB safely and correctly.	Discuss favourite resources, what the children would like to play in the future, what children do not like etc (use their ideas to adjust the environment to meet their needs). Discuss the lives of people around the child i.e. who do the children live with? what are their parents job roles? what makes them special?	Playing together, sharing and developing play ideas independently. Explore the large playground, what can we see? Hear? Smell? What do we think might change over the year?	Take photos of the large oak tree on the playground so as we can measure the change. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Introduce the word hibernation, what does it mean, which animals hibernate and why.	Make homes for hibernating animals using natural resources found in the school grounds.

PHYSICAL DEVELOPMENT	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on . Moving around the school and using the playground space safely	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on moving around the hall in a variety of ways using the space safely.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on moving energetically i.e. running, jumping, hopping.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on moving energetically i.e. running, jumping, hopping.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on moving energetically i.e. running, jumping, hopping.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on ball handling skills.	Develop fine and gross motor skills though focused teaching, continuous provision, PE sessions, free play and one-to-one support. PE sessions to focus on ball handling skills.
RE	How am I special? How am I different from others? (Discovery RE)	What makes a person special? (Discovery RE)	Why are my parents special? How is my family different from others?	Explore the differences in families. How is my family different from others?	What is a Christian? (Discovery RE)	Are we all Christians? (Discovery RE)	Explore other faiths we may follow. (Discovery RE)
MUSIC	Kapow - exploring music, songs and sound though continuous provision	Kapow - exploring music, songs and sound though continuous provision	Kapow - exploring music, songs and sound though continuous provision	Kapow - exploring music, songs and sound though continuous provision	Kapow - exploring music, songs and sound though continuous provision	Kapow - exploring music, songs and sound though continuous provision	Kapow - exploring music, songs and sound though continuous provision
HOMEWORK/ PARENT LINK	Talk about 3 things that you have enjoyed this week Draw a picture of your favourite activity.	Talk about how we keep ourselves safe at school, including the playground.	Talk about your family and draw a picture of the people who live in your home. Practice phonic sounds learnt.	Talk to your family about friendship, what makes you a good friend? Tell your family about the new friends you have made at school. Practice phonic sounds learnt.	Tell your parents about the four seasons, what are the differences between them? Practice phonic sounds learnt.	Look for signs of autumn on your way to and from school or on family walks, can you share with others things you have observed? Practice phonic sounds learnt.	Tell your family about the animals which hibernate and why. Perhaps you could make a shelter for an animal to hibernate in at home. Practice phonic sounds learnt.
FS1 COMMUNICATION BOOST	<u>Focus on Listening</u> Clear demonstration of good listening, identifying key behaviours. Lots of repetition. Linking behaviours to listening. Using the same language to label listening behaviours. I've got something in my basket Story- Starting nursery basket	<u>Focus on Vocabulary</u> Information is given in different ways. Lots of repetition Linking all new words. I've got something in my basket - Songs- Good morning, How are we feeling and what is the weather today? Clapping syllable words from pictures Song bag	<u>Focus on Sentences</u> Visual information so they can see as well as hear. Remembering to reinforce understanding. I've got something in my basket- pictures of our peers- talking Songs- Good morning, How are we feeling and what is the weather today? Clapping syllable words from pictures Song bag	<u>Focus on Telling Stories</u> Discuss with the children the structure of a story. Understanding key words in stories. Lots of repetition. I've got something in my basket- Different Emotions Songs- Good morning, How are we feeling and what is the weather today? Clapping syllable words from pictures. Song bag	<u>Focus on Careful Listening</u> Sitting still. Looking at the person who is speaking. Thinking about what the person said. I've got something in my basket Songs- Good morning, How are we feeling and what is the weather today? Clapping syllable words	<u>Vocabulary</u> Focus on Action Words Learning information about new or different words Explain that you will be listening out for examples of good action or doing words. I've got something in my basket Songs- Good morning, How are we feeling and what is the weather today? Song bag	<u>Building Sentences</u> Focus on Longer Sentences Learning about making longer sentences Explain that you will be listening for good sentences. I've got something in my basket Songs- Good morning, How are we feeling and what is the weather today? Song bag

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FS1 Next Steps	Develop understanding of simple rules which help to keep us safe.	Develop understanding of simple rules which help to keep us safe.	Develop understanding of simple rules which help to keep us safe.				
FS2 Next Steps	Develop understanding of classroom rules. Show self-control in terms of playing behaviour.	Develop understanding of classroom rules. Show self-control in terms of playing behaviour. Manage toilet needs independently	Develop understanding of classroom rules. Show self-control in terms of playing behaviour. Manage toilet needs independently	Manage toilet needs independently			

Adult directed
Learning through Play
Specifically for Fs1