

Red / Orange Base EYFS Medium term planning Autumn 1

TOPIC : Where do you belong?		Focus: PSED CL			EVENTS-		
	Week 1 w/c 4.9.23 Until 11.30	Week 2 w/c 11.9.23 Until 1.30pm	Week 3 w/c 18.9.23 All day	Week 4 w/c 25.9.23	Week 5 w/c 2.10.23	Week 6 w/c 9.10.23	Week 7 w/c 16.10.23
School Value	CONCENTRATE AND WORK HARD						
UW	Natural World: Explore the natural world around them (school garden, Botanical gardens). Make observations and draw pictures of seasonal change. Describe what they see on seasonal walks.						
FOREST SCHOOL PSED, CL, UW	No Forest School	No Forest School	Wednesday <i>What is it like in the garden? What are the rules in the garden?</i> PSED CL	Wednesday <i>How do we look after our garden? How do we feel in the garden?</i> PSED CL	Wednesday <i>What season is it? How do we know?</i> KUW CL	Wednesday <i>What living things can you find in the garden?</i> KUW CL	No Forest School Botanical gardens - Bear Hunt
PSED	Know the school rules and be able to talk about how they keep them happy and safe. See themselves as a valuable individual. Build constructive and respectful relationships. To know what to do if they are feeling worried. Express feelings and consider the feelings of others and regulate behaviour accordingly. Form positive attachments to adults & friendships with peers. Work and play cooperatively and take turns with others. Give focused attention to what their peers and the teacher are saying.						
Topic	<i>Who belongs in our class? What are the rules in our class?</i> PSED CLL	<i>How can I make friends? How am I feeling?</i> PSED CLL	<i>Who is in my family?</i> PSED CLL UW	<i>How have I changed?</i> PSED CLL UW	<i>Where do I live?</i> UW	<i>Where is my school?</i> UW	<i>What else is nearby?</i> UW
PSED Circle Time	Jigsaw - Being Me in My World. Settling into school Read Colour Monster and share the feelings puppets. Class rules.	Jigsaw - Being Me in My World. Piece 1- Who.... Me? Also introduce school secrets of success.	Jigsaw - Being Me in My World. Piece 2- How am I feeling today?	Jigsaw - Being Me in My World. Piece 3- Being at school.	Jigsaw - Being Me in My World. Piece 4- Gentle hands.	Jigsaw - Being Me in My World. Piece 5-Our rights.	Jigsaw - Being Me in My World. Piece 6- Our responsibilities.

CL	Know and understand how to listen carefully and why listening is important. Know and talk about the school rules and how they help to keep us safe. Engage in story times. Join in with familiar stories and rhymes. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion and small group interactions.						
Lit - comp	<ul style="list-style-type: none"> Join in with rhymes. Show an interest in stories. The names of the different parts of a book. Understand the key concepts about print: <ol style="list-style-type: none"> Print has meaning. Print can have different purposes. We read English text from left to right and from top to bottom. 						
English (Literacy/ Communication and Language) <i>See weekly planning</i> Writing area	Story: The Colour Monster Rhymes and songs: If You're Happy and You Know it, Heads, Shoulders, Knees and Toes,	Story: The Colour Monster Rhymes and songs: As previous plus Tommy thumb, One finger one thumb keep moving. <i>List of children's names. Encourage to mark make and label with names.</i>	Story: Gingerbread Man Rhymes and songs: As previous plus Pat-a-Cake, 5 currant buns. <i>Add body parts vocab. Label gingerbread man.</i>	Story: Gingerbread Man Rhymes and songs: As previous plus Muffin Man, Who stole the cookie from the cookie jar? <i>Add body parts vocab. Label gingerbread man.</i>	Story: Three Little Pigs Rhymes and songs: As previous plus 1,2,3,4,5 once I caught a fish alive.	Story: Goldilocks Rhymes and songs: As previous plus Big Fish, Little Fish, Cardboard Box.	Story: Going on a Bear Hunt
Phonics Lit - writing / PD	See separate weekly planning. Correctly form graphemes and say the phonemes to match for sounds taught in phonics. Write initial sounds matched to phonic knowledge. Write own name. Write some words which have personal meaning e.g. Mum, Dad, sibling names Phase 2 sounds S, a, t, p, i, n, m, d, g, o, c, k, ck, eur, h, b, f, l Tricky words: is, l, the						

<p>PD - Gross</p>	<p align="center">Get set 4 PE - Introduction to PE unit 1</p> <p>I use movement skills with developing balance and co-ordination. I can make independent choices. I follow instructions involving several ideas or actions. I can negotiate space safely with consideration for myself and others. I can demonstrate balance. I play co-operatively and take turns with others.</p>						
<p>Outdoor focus activity <i>Focus - PD positional language + pre-writing skills</i></p>	<p>Use gross motor equipment appropriately. Use building equipment safely. Use water area safely. Use sand box safely.</p>	<p>Obstacle course.</p>	<p>Introduce bikes and scooters.</p>	<p>Babies, prams etc.</p>	<p>Den building- what d the children need to include in their dens?</p>	<p>Goldilock's house</p>	<p>Bear Hunt - obstacles + positional language</p>
<p>PD - Fine</p>	<p>Use a dominant hand to be able to mark make using different shapes. Use a tripod grip when using mark making tools. Begin to copy letters. Hold scissors and make snips. Hold a fork and spoon with increasing control. Begin to form most letters correctly.</p>						
<p>Creative area/ Workshop PD/CLL/ EAD</p>		<p>Self portraits: -hold a brush -use paints appropriately -know where equipment is stored and where to return it -identify & use language related to facial features -attempt to create facial expressions</p>		<p>Make a model of own home: -simple joining techniques -use masking tape -use pva glue appropriately -use language to describe different home types</p>		<p>Bear Hunt maps</p>	
<p>Dough area PD Finger Gym Challenge PD</p>	<p>Play food for home corner -know where equipment is stored & where to return it -pinch, roll, squash and squeeze</p>	<p>Play dough faces -know where equipment is stored & where to return it -pinch, roll, squash and squeeze -talk about facial features -attempt to create facial expressions</p> <p>Sort pom poms by colour -use tweezers to develop pincer grip -use language of colour</p>	<p>Gingerbread man -pinch, roll, squash, squeeze and cut -talk about parts of the body</p> <p>Diff. sized cutters</p>	<p>Gingerbread man -pinch, roll, squash, squeeze and cut -talk about parts of the body</p> <p>Diff. sized cutters</p>	<p>Porridge playdough - stir, pinch, roll, squash, squeeze and cut -role play three bears</p>	<p>Autumn inspired playdough</p>	

<p>Maths <i>See weekly planning</i></p> <p>Maths area challenge</p>	<p>WRM <u>Getting to know you</u></p> <ul style="list-style-type: none"> Introducing areas of provision. Turn taking number games. <p>Days of the week songs.</p>	<p>WRM <u>Getting to know you</u></p> <ul style="list-style-type: none"> Introducing areas of provision. Turn taking number games. <p>Days of the week songs.</p>	<p>WRM <u>Just like me</u></p> <ul style="list-style-type: none"> Match objects (colour, size, shape, pattern). <p>Days of the week songs.</p>	<p>WRM <u>Just like me</u></p> <ul style="list-style-type: none"> Sort sets (colour, size, shape). 	<p>WRM <u>Just like me</u></p> <ul style="list-style-type: none"> Compare sets (more, fewer, same). 	<p>WRM <u>Just like me</u></p> <ul style="list-style-type: none"> Compare size, mass, capacity. 	<p>WRM <u>Just like me</u></p> <ul style="list-style-type: none"> Simple patterns.
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<p>EAD</p>	<p>Name colours. Experiment with colour. Know colours can be mixed to make a new colour. Create representations of people and objects. Experiment with different mark making tools such as art pencils, pastels, chalk.</p> <p>Develop storylines in their pretend play. Play with others who are engaged in the same theme. Listen attentively, move to and talk about music. Copycat rhythm games. Singing rhymes.</p>						
<p>Music Expressive arts and Design</p>	<p><i>How can I listen effectively?</i> Listen for specific words in songs/ different sounds etc.</p>	<p><i>How can I listen effectively?</i> Listen for specific words in songs/ different sounds etc.</p>	<p><i>How can I make different sounds with my body?</i> Model making a sound (clap, tap feet, click, whistle, hum) and pass round the circle.</p>	<p><i>How can I vary the sound of my voice?</i> Demonstrate different ways to sing/ chant/ add expression/ whisper. Chn to practice with talk partners.</p>	<p>Model the musical instruments in the box in small groups. Chn take turns and explore the sounds they can make.</p>	<p>Add the percussive instruments to singing time and chn have a turn at tapping out the beat in small groups.</p>	<p>Consolidate this half terms active listening skills, call and response songs and tapping the beat.</p>
<p>Art EAD</p>	<p><i>See workshop/creative See forest school</i></p>						
<p>Small World / block play CL/EAD</p>	<p>Dolls house - add all family members & vocab mat Block play house building Add mini me's to small world. Encourage use of names.</p>		<p>Dolls house - add all family members & vocab mat</p>		<p>Use blocks / small world to represent our own street.</p>	<p>Recreate local area.</p>	<p>Cave for the bear</p>

Role Play CL/ EAD / UW	a new home/ DIY Spirit level Paint brush and empty paint pots/tins Tape measures Toolbox Hard hats Large t-shirts (overalls). Paint/colour charts Wallpaper samples & blu tac Wallpaper brushes	Moving in/ unpacking Cardboard boxes Bowls, plates, cups Cutlery and utensils Clothing and hangers Unpacking checklists, clipboards and pencils Tissue paper (unwrapping fragile objects). 'SOLD' house sign. Books to unwrap Floor plan of a home	Family life /babies Photo frames and pictures of families to display Add babies, doll, cot, pram, clothes, changing bag, bath,bottle Clothing for Mum, Dad, Grandma, Grandpa etc. Teacher role model being e.g. Auntie...phoning up and visiting etc.	Growth Height chart, post it notes and pencils Full length mirror Tape measures Photographs of different aged family members		Goldilocks Three bears, Different sized beds, bowls, chairs etc.	
UW	History / Chronology: Talk about members of their immediate family and community. Talk about themselves in the past when they were younger and make sense of their family history. Talk about family and who is older and who is younger. Talk about the lives of people around them and their roles in society. Locational Knowledge - Know where I live. Know about the features of my own immediate environment. Geographical Skills and Fieldwork - Know that aerial maps are taken from above like a bird's eye view and can comment on simple features. Natural world: Name parts of their body. Know the life cycle of a human – baby, toddler, child, teenager, adult, elderly.						
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RE Understandin g the World			Links through circle time - everyone is special and unique. Groups we belong to. How does it feel to be loved.				
Computing Understandin g the World	[Part time start]	[Part time start]	[Chd stay all day from week 3.] I can recognise ICT in my environment. In small groups, look around the classroom and school to find ICT. Eg, computers, printers, cameras,	I can recognise ICT in my environment. In small groups, look around the classroom and school to find ICT. E.g., computers, printers, cameras, IWB...what do we use ICT for?	I can take photo of a person or place that I like. Using a camera, chd choose a place in the classroom to photograph that they like or take a photo of a new friend. Practice	I can take photo of a person or place that I like. Using a camera, chd choose a place in the classroom to photograph that they like or take a photo of a new	I can take photo of a person or place that I like. Using a camera, chd choose a place in the classroom to photograph that they like or take a photo of a new friend. Practice

			IWB...what do we use ICT for?		focusing and capturing the image, then viewing the image back.	friend. Practice focusing and capturing the image, then viewing the image back.	focusing and capturing the image, then viewing the image back.
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