



EYFS Medium term planning Topic: All About Me Autumn 1 2019

EYFS Principles	Development matters		Additional Learning Covered through Theme/Interest/child initiation
	Prime areas		
<p>Unique child</p> <p>Practitioners</p> <ul style="list-style-type: none"> • understand and observe each child's development and learning, assess progress, plan for next steps • support babies and children to develop a positive sense of their own identity and culture • identify any need for additional support • keep children safe • value and respect all children and families equally 	<p>Personal, social and emotional development</p>	<p>Interested in others play and starting to join in.</p> <p>Separates from main caregiver with support and encouragement from a familiar adult Seeks comfort from familiar adults when needed.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children</p> <p>Shows affection and concern for people who are special to them</p> <p><i>Can express their own feelings such as sad, happy, cross, scared, worried</i> Aware that some actions can hurt or harm others</p> <p>How did the owls feel when their mother left them? How did the family feel when they saw the bear?</p> <p><i>Shows understanding and cooperates with some boundaries and routines Growing ability to distract self when upset, e.g. by engaging in a new play</i></p>	
<p>Positive relationships</p> <p>Positive relationships are:</p> <ul style="list-style-type: none"> • warm and loving, and foster a sense of belonging • sensitive and responsive to the child's needs, feelings and interests • supportive of the child's own efforts and independence • consistent in setting clear boundaries • stimulating • built on key person relationships in early years <p>Settings</p>	<p>Democracy - Children's views are important and are taken into account with the setting. They can say when they do or don't need help.</p> <p>Rules of Law – Play co-operatively by taking turns with others. Understand why rules must be followed and adjust behavior appropriately to different situations. Children know that some behavior is unacceptable.</p> <p>Individual Liberty – engage in activities to promote confidence and a positive wellbeing.</p> <p>Respect and Tolerance – Respond positively to what others say and do.</p> <p>SMSC:</p>		
	<p>Physical development</p>	<p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Can copy some letters, e.g. letters from their name.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely. To be able to dress/undress themselves.</p> <p><i>Runs safely on whole foot</i></p> <p><i>Walks upstairs or downstairs holding onto rail two feet to a step</i></p> <p><i>Shows control in holding and using jugs to pour, mark making tools and hammers Helps with clothing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt Turns pages in a book, sometimes several at once</i></p> <p><i>Clearly communicates their need for toilet</i></p>	
<p>Enabling Environments</p> <ul style="list-style-type: none"> • value all people • value learning <p>They offer</p>	<p>Democracy –Children to have the opportunity to make decisions in selecting their activity and resources either indoors or outdoors.</p> <p>Rules of Law –Follow rules to use tools safely and negotiate apparatus.</p> <p>Individual Liberty –Allow children to take risks within a controlled environment.</p> <p>Respect and Tolerance –Value other children's talents and space.</p>		

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

Communication and language

Shows interest in play with sounds, songs and rhymes
 Learns new words very rapidly and is able to use them in communicating Listens to stories with increasing attention and recall.
 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Responds to simple instructions, e.g. to get or put away an object.
 Uses intonation, rhythm and phrasing to make the meaning clear to others.

Listens with interest to the noises adults make when they read stories
Recognizes and responds to many familiar sounds, e.g turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes
Developing understanding of simple concepts (e.g big/small);

Learns new words very rapidly and is able to use them in communicating
Uses gestures, sometimes with limited talk, e.g reaches toward toy, saying 'I have it';

Democracy – Everyone has an equal right to speak and be listened to. Children have the right to ask questions and expect an answer.

Rules of Law – Listen carefully to others and take turns. Understand the need for classroom rules, routines and follow instructions.

Individual Liberty – Children have the freedom of choice to speak about topics of their interest.

Respect and Tolerance – Accept and value other people's experiences

Specific Areas		
Literacy	<p>Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Enjoys rhyming and rhythmic activities.</p> <p>Shows awareness of rhyme and alliteration. Recognizes rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. To be able to write and recognize own name. <i>Has some favorite stories, rhymes and songs Distinguishes between the different marks they make</i></p> <p><i>Fills in the missing word or phrase in a known rhyme, story or game Enjoys rhyming and rhythmic activities</i></p>	Rec: Phase 2 Letters and sounds/ phase three
<p>Democracy – Children make choices through a show of hands for such things as a book at story time or resources in the writing area.</p> <p>Rules of Law – Careful handling of books and good practice when in the reading area. Using resources appropriately in the writing area.</p> <p>Individual Liberty – Children have a choice of literature to read and influence the theme through their interests.</p> <p>Respect and Tolerance – Traditional and multicultural stories to show acceptance of others.</p>		
Mathematics	<p>Uses some number names and number language spontaneously. Uses some number names accurately in play.</p> <p>Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly.</p> <p><i>To be able understand what is one more and one less than a given number.</i> <i>Selects a small number of objects from a group when asked, for example ‘please give me one, please give me two</i></p> <p><i>Recites some number names in sequence</i> <i>Uses some language of quantities, such as ‘more’ and ‘a lot’</i> <i>Beginning to categories objects according to their properties such as shape or size</i> <i>Anticipate specific time-based events such as mealtimes or home time.</i></p>	
<p>Democracy – Applying different maths strategies and reasoning</p> <p>Rules of Law – Share resources and taking turns in activities and games.</p> <p>Individual Liberty – Freedom to choose their own resources such as teddies or counters when counting.</p> <p>Respect and Tolerance – Understand there are different ways of approaching and solving a problem.</p>		
Understanding the world	<p>Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognizes and describes special times or events for family or friends. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as animals. To be able to understand the difference between day and night.</p> <p>To understand daily routine.</p> <p><i>Enjoys playing with small world models such as a farm, a garage or a farm track</i> <i>In pretend play can imitate everyday actions (and events from own family and cultural background, e.g making and drinking tea</i> <i>Has a sense of own immediate family and relations Remembers and talks about significant events in their own</i> <i>Knows some things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Seeks to acquire basic skills in turning on and operating some ICT equipment</i></p>	Create a owls nest and get the children to look after the animals

<p>Democracy – Children are given opportunity to develop enquiring minds in an environment where questions are valued.</p> <p>Rules of Law – Promoting values and rules with the individual child’s family and home.</p> <p>Individual Liberty – Children are active knowing they are in a safe and supported setting.</p> <p>Respect and Tolerance – Children are aware of the diversity within their local community.</p>		
<p>Expressive Art and Design</p>	<p>Enjoys joining in with dancing and ring games. Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music. Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p><i>Enjoys playing with small world models such as a farm, a garage or a farm track</i></p> <p><i>In pretend play can imitate everyday actions (and events from own family and cultural background, e.g making and drinking tea</i></p> <p><i>Has a sense of own immediate family and relations Remembers and talks about significant events in their own</i></p> <p><i>Knows some things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Seeks to acquire basic skills in turning on and operating some ICT equipment</i></p>	
<p>Democracy – Children have choices to make in terms of media, instruments and role play they use. Recognize people have different opinions and views.</p> <p>Rules of Law – Use tools and equipment safely by following clear guidelines and rules.</p> <p>Individual Liberty – Children have freedom of choice to express their personal creativity.</p> <p>Respect and Tolerance – Resources and experiences to promote understanding and tolerance of the multicultural society in which we live.</p>		



Possible activities

Communication and language

Talk about our experiences during holidays.
Re-cap on skilled speaking and active listening rules.
Concentrate on using full sentences when speaking.
Acting out the story.

Physical Development

Look after ourselves, wash our hands, drink water, etc...
Practice cutting skills
Introduce rules for PE.
Get dressed for PE independently.
Move like owls Spaghetti worms
Making bird seed cakes

PSED

Introducing rules – settling in and transitions
Getting to know each other / our new classrooms/areas and teachers
Talk about feelings – new class.

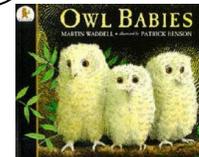
Literacy

Practise writing our name
Draw characters/ pictures from the story and write initial sounds.
Practice mark making.
Looking at a range of books
Journey maps (how we travel to school)
Drawing our own owls

Week 1-3: Settling in

Week 4 & 5

Book of the week: Owl Babies



Mathematics

Selection of number songs / count on the number line / check how many children are in – to reintroduce basic counting and number skills.
Use different objects/materials to represent the numbers.
Sorting objects by size.
Number rhymes/action songs
Counting owls
Sorting size owls

Understanding the world

Introduce weather chart and days of the week / visual timetable.
forest animals
Nocturnal animals
Talk about animal habitats Exploring feathers
Create an owl nest

Art and Design

Making owl babies
Making story boxes
Drawing self portraits

First-hand experience

Library
Live owls visiting us.

Possible activities

Communication and language

Join in with repetitive refrain.

Fill in the missing words.

Physical Development

Acting out the story (under, over, through)

Monitor the children using sport equipment safely.

Practise holding the pencil correctly

Go on a bear hunt around the school/garden/
playground.

PSED

Talking about families

Sharing fun activities with their families

Talking about feelings related to the bear

What makes you happy/ sad/scared?

Literacy

Read the story

Sequence the story

Retelling the story using props

Make story map (write key words).

Make our own story book.

Make up a different story ending.

Week 6 & 7

Book of the week: Families

We're going on the bear hunt



Mathematics

Positional language –on, next to, behind, under, over, through, between

Matching quantities to correct numeral (1-5)

Number formation (1-10)

Operate Bee Bots (follow instructions).

Understanding the world

Talk about different landscape from the story.

Talk about bears; look for some facts about bears in information books.

Art and Design

Make different story setting using collage materials.

Make/paint different bears.

Make story box.

Explore the sounds to make different sounds to match to the story.

Trips/ first-hand experience

Have sensory materials available for exploration (mud, ice, grass, cotton wool, water, sticks).

