

Prime Areas

Specific Areas

EYFS Medium Term Plan 2018/19 – Autumn Term 2 (Second Half Term: 6 weeks) 'Snow and Ice'						
	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
Visits/Trips Special Events	Bonfire Night	Anti-Bullying Week	Remembrance	Children in Need	Assessment Week	Pupil Progress
Communication and Language (Prime)	<p>Role play – home corner, hairdressers and baby clinic</p> <p>Nativity Practice</p> <p>Listening and responding to others</p> <p>Sharing homework</p>	<p>Role play – home corner, hairdressers and baby clinic</p> <p>Nativity Practice</p> <p>Emotions – how are you feeling? Expressing emotions through language</p> <p>Use new vocabulary Answer questions Extending answers Respond in full sentences</p>	<p>Role play – home corner, hairdressers and baby clinic</p> <p>Nativity Practice</p> <p>New vocabulary Re-call information Answering questions in full sentences (circle time)</p>	<p>Role Play – Santa's Grotto</p> <p>Nativity Practice</p>	<p>Role Play – Santa's Grotto</p> <p>Nativity Practice</p> <p>Long Observations – focus on C&L as prime area.</p> <p>Do children listen and do? Can they listen and respond? Do they explore new vocab? Do they respond appropriately?</p>	<p>Role Play – Santa's Grotto</p> <p>Nativity Practice</p>
Physical Development (Prime)	<p>Gymnastics – Balancing and landing appropriately</p> <p>Fine Motor Development Handwriting (cursive) Dough Disco</p>	<p>Gymnastics – Balancing and landing appropriately</p> <p>Fine Motor Development Handwriting (cursive) Dough Disco</p>	<p>Gymnastics – Balancing and landing appropriately</p> <p>Fine Motor Development Handwriting (cursive) Dough Disco</p>	<p>Gymnastics – Balancing and landing appropriately</p> <p>Fine Motor Development Handwriting (cursive) Dough Disco</p>	<p>Gymnastics – Balancing and landing appropriately</p> <p>Fine Motor Development Handwriting (cursive) Dough Disco ...</p>	<p>Gymnastics – Balancing and landing appropriately</p> <p>Fine Motor Development Handwriting (cursive) Dough Disco</p>
Personal, Social and Emotional Development (Prime)	<p>Circle Time</p> <p>How to stay safe over bonfire night</p>	<p>Circle Time</p> <p>What is bullying? How can you be a good friend? Advice for Billy</p>	<p>Circle Time</p> <p>Remembrance - What does it mean to be brave and take risks?</p>	<p>Circle Time</p> <p>What do we mean by Children in Need? How might these</p>	<p>Long Obs – look at interactions/relationships Are chn sharing? Resolving conflicts?</p>	<p>Long Obs – look at interactions/relationships Are chn sharing? Resolving conflicts?</p>

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			How does this make you feel?	children feel? Why is it important to raise money?		
Literacy (Specific)	<p>Phonics: Letters and Sounds Phase 2 h, b, f/ff, l/li, ss</p> <p>Oral blending and segmenting – vc/cvc</p> <p>Re-cap HFWs – is, it, in, at, to, and, the.</p> <p>HFWs – no, go, l</p> <p>Writing Area: Sorting different beans/seeds into pots, creating patterns and pictures using tweezers.</p> <p>Reading Area: Food and healthy eating, Diwali and celebrations – include religious festivals, harvest and Bible stories.</p> <p>Role Play: Writing cheques and receipts. Writing lists.</p>	<p>Phonics: Letters and Sounds Phase 2</p> <p>Oral blending and segmenting – vc/cvc</p> <p>HFWs</p> <p>Tricky Words l, no, go, to the</p> <p>Segmenting to spell CVC words</p>	<p>Phonics: Letters and Sounds Phase 2</p> <p>Oral blending and segmenting – vc/cvc</p> <p>HFWs</p> <p>Tricky Words l, no, go, to the</p> <p>Segmenting to spell CVC words</p>	<p>Phonics: Letters and Sounds Phase 2</p> <p>Oral blending and segmenting – vc/cvc</p> <p>HFWs</p> <p>Tricky Words l, no, go, to the</p> <p>Segmenting to spell CVC words</p>	<p>Phonics: Letters and Sounds Phase 2</p> <p>Oral blending and segmenting – vc/cvc</p> <p>HFWs</p> <p>Tricky Words l, no, go, to the</p> <p>Segmenting to spell CVC words</p>	<p>Phonics: Letters and Sounds Phase 2</p> <p>Oral blending and segmenting – vc/cvc</p> <p>HFWs</p> <p>Tricky Words l, no, go, to the</p> <p>Segmenting to spell CVC words</p>
	Mathematics (Specific)	<p>Say and use number names in order</p> <p>1:1 counting objects</p> <p>Clapping/hopping</p> <p>Numeral recognition</p>	<p>Adult Led: Identifying numbers to 5 then to 10. Begin to recognise zero. One more and one less, ordering numbers. Number recognition –</p>	<p>Adult Led: Shape – what shapes can I see on the houses? Name 2D shape properties and names.</p>	<p>Adult Led: Ordering and comparing numbers, more/ less – relate to age. How old am I? link to familiar numbers. Using</p>	<p>Adult Led: Comparing measures – hand and feet size, big and small, tall and short.</p>

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	<p>Songs rhymes</p> <p>Key times in the day – breakfast etc...</p>	<p>how many people in my family?</p> <p>Numeracy Area: Explore and investigate numbers and different mathematical objects for counting and sorting.</p> <p>Role Play: Counting fruit into the basket in the kitchen.</p>	<p>Numeracy Area: Identifying familiar numbers such as door numbers. Images of different front doors showing numbers. Objects to count and numerals to match.</p> <p>Role Play: Telephone in the doctors with familiar numbers, remote control for the television. Clock on the wall.</p>	<p>fingers and toes to count.</p> <p>Numeracy Area: Identifying familiar numbers such as age – link to baby photos and birthdays.</p> <p>Role Play: Price tags in the supermarket.</p>	<p>Numeracy Area: Objects of different sizes and weight to compare and order.</p> <p>Role Play: Weighing scales in the supermarket – comparing the weight of two food products. Ordering size. Investigating how much will fit into the shopping bag.</p>	<p>Handa’s surprise – counting the fruit to match the numeral given/ the amount in the book.</p> <p>The Very Hungry Caterpillar – linking to foods and healthy eating.</p> <p>Role Play: Coins and money in the supermarket.</p>
<p>Knowledge and Understanding of the World (Specific)</p>	<p>Using mirrors to make detailed observations</p>	<p>Looking after ourselves and others Who is special to me My friends and family My home</p>	<p>Why do we have remembrance? What does the poppy symbolise?</p>	<p>The Nativity – covered by JH</p>	<p>Exploring Ice</p> <p>Where does it come from? Why does it melt? What does it feel like? Can you make your own? What will make the ice melt quickly? Slowly?</p>	
<p>Expressive Arts and Design (Specific)</p>	<p>Art: Firework paintings Junk modelling fireworks</p> <p>Construction: Design and construct a rocket/sparkler using the stickle brick</p>	<p>Art: Self-portraits Mood paintings</p> <p>Construction: Use different materials to construct a house/building.</p> <p>Technology:</p>	<p>Art: Poppy Painting Finger print poppies</p> <p>Construction: Investigating how materials can join to create ‘hinges’ like our joints.</p> <p>Technology: ‘Where is my nose?’ App on the iPads.</p>	<p>Art: Penguin Paintings Mixing Colours – hot/cold colours</p> <p>Construction: Working together to create a finished product. Explain how I made this and what it is.</p> <p>Technology: Accessing Apps on the iPad and using walkie</p>	<p>Art: Create textured/ feely winter pictures. Painting in response to music</p> <p>Construction: Stickle brick K-Nex Lego</p> <p>Technology:</p>	<p>Art: Christmas Cards/Calendars</p> <p>Construction: Use objects to create patterns</p> <p>Technology: Take photographs and record sound. Play back using CD player.</p>

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		<p>Remote control cars on a mat/map. Link to local area.</p> <p>Music</p>	<p>Music</p>	<p>talkies to communicate.</p> <p>Music</p>	<p>Listening to stories using the headphones and iPads.</p> <p>Music</p>	<p>Music</p>
<p><u>Outside Area</u> Child Initiated Learning (linked to Prime and Specific areas of learning)</p>	<p>Large equipment – bikes, scooters and trikes.</p> <p>Climbing frame.</p>	<p>Play house – role play families and where I live.</p> <p>Building blocks to build a house.</p> <p>Materials to build a 'home' e.g. fabric.</p> <p>Road safety.</p>	<p>Music area – investigate sounds</p> <p>Recording sounds that we can hear.</p> <p>Mark making using water and paint brushes on the floor.</p> <p>Chalk.</p>	<p>Washing clothes Bathing the dolls Hanging the washing out to dry</p> <p>Gross motor – balancing on the beams and building a route they are able to articulate.</p>	<p>Sand pit – building sandcastles.</p> <p>Water – measuring and ordering, filling containers.</p>	<p>Ice/Water Tray</p> <p>Experimenting with ice/frost</p> <p>Making snow flakes</p>