

Prime Areas

Specific Areas

EYFS Medium Term Plan 2018/19– Autumn Term 1 (First Half Term: 6 weeks) 'Marvellous Me'						
	Week 1 10 th – 14 th September	Week 2 17 th – 21 st September	Week 3 24 th – 28 th September	Week 4 1 st – 5 th October	Week 5 8 th – 12 th October	Week 6 15 th – 19 th October
	Part-Time Baseline Assessment	Part-Time Baseline Assessment	All About Me I am Special My Family I belong Full-Time	All About Me My Body Growing and Changing Full-Time	All About Me My Home My Local Area Full-Time	All About Me Similarities and Differences Our Feelings Full-Time
Visits/Trips Special Events			Family Photographs	Grandparent's Day (Reading Café) Baby Photo's	Local Walk – houses and homes	People who Help us (real life superhero)
Communication and Language (Prime)	Settling in Baseline Assessments	Settling in Baseline Assessments	All about me Facts about me Likes/dislikes Circle time activities Favourite/special things to me Who lives in my house? Who is in my family? Raise awareness of different family structures Discuss and share routines, traditions and special occasions that are special to the children and their families Discuss special activities the children do with their families.	What are the different parts of our body called? Action songs and rhymes Naming different parts of our bodies What can I do with different parts of my body? What are my senses? Link to body parts. What foods do I like? Why? How can I keep fit? What foods are healthy? Oliver's Vegetables – Vivien French The Tiger Who Came to Tea -	Where do you live? My address My house Around my house My local area My walk to school Construction – building houses and homes using bricks Role Play – small world town with different shops/parks etc.	Role Play – fruit and vegetables in the shop. What makes each of us similar/different? We are all unique How am I feeling? What does this look like? Why do I feel this way? Photographs to identify different emotions and feelings

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			<p>Surnames – family name</p> <p>Display family photographs in the Role Play area 'living room'</p>	<p>Baby Photo's – observe how I have changed.</p> <p>Titch – Pat Hutchins Funny Bones</p> <p>Role Play – baby clinic in the doctor's surgery.</p>		<p>How do I know how other people are feeling?</p> <p>Elmer Owl Babies – Martin Wadell.</p>
<p>Physical Development (Prime)</p>	<p>Baseline Assessment;</p> <ul style="list-style-type: none"> - Fine motor - Gross motor - Pencil grasp 	<p>Baseline Assessment;</p> <ul style="list-style-type: none"> - Fine motor - Gross motor - Pencil grasp 	<p>To use space to move safely around others</p> <p>Follow instructions – stop/start</p>	<p>To perform basic travelling movements</p> <p>To understand why exercise is important</p>	<p>To move in different ways e.g. babies crawl, elderly people move slowly.</p> <p>How can I move? I can... (hop/skip/jump)</p>	<p>To move imaginatively to express emotion</p> <p>Mood music – happy/sad/angry...</p>
<p>Personal, Social and Emotional Development (Prime)</p>	<p>Caring for each other at home and at school</p> <p>Establish class rules and routines</p> <p>Circle time games – getting to know each other e.g. roll a ball, my name is... and I like...</p>	<p>Small World – families Discuss different families, choose members to match those in their families.</p>	<p>Discuss choices and consequences</p> <p>Playing cooperatively and working together</p> <p>Manners</p>	<p>Dressing and undressing independently</p> <p>Discuss and sort clothing – what do we wear in the summer? Why? What do we wear in the winter? Why?</p> <p>Look at different items of clothing: can the children zip the coat? Button the shirt? Etc....</p>	<p>Small World – houses. Who lives in my house? What does my house look like? What do I do in my house?</p>	<p>Circle time – what makes you feel good?</p> <p>Identify emotions using the emotion cards.</p> <p>Use mirrors to practice showing these emotions.</p> <p>Why do you feel like this? Use emotion story books to explore different emotions.</p>

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<p>Literacy (Specific)</p> <p>Introduce and teach pre-cursive throughout – afternoon handwriting sessions alongside Guided Reading/Writing groups after half-term.</p>	<p>Writing names</p> <p>Mark making</p> <p>Initial sounds in words</p> <p>Assess sounds that the children know.</p>	<p>Writing names</p> <p>Mark making</p> <p>Initial sounds in words</p> <p>Assess sounds that the children know.</p>	<p>Phonics: Letters and Sounds Phase 2 s/a/t/p</p> <p>Oral blending and segmenting – vc/cvc</p> <p>Writing Area: Different writing implements Paper/card Cutting/sticking Mark making – pictures to copy.</p> <p>Reading Area: Books with familiar settings – park, home, shopping, children, animals and toys.</p> <p>Role Play: Picture frame – my family</p>	<p>Phonics: Letters and Sounds Phase 2 i/n/m/d</p> <p>Oral blending and segmenting – vc/cvc</p> <p>HFWs – is, it, in, at</p> <p>Writing Area: Front door template to add patterns to. Envelopes and paper to write letters – post</p> <p>Reading Area: Books with a family focus and ‘special things’ e.g. information texts about families, books about toys, books that are imaginative.</p> <p>Role Play: Letters Door numbers (number formation) Shopping lists</p>	<p>Phonics: Letters and Sounds Phase 2 g/o/c/k</p> <p>Oral blending and segmenting – vc/cvc</p> <p>HFWs – and</p> <p>Writing Area: Cutting and making split pin skeletons. Writing tools. Name writing.</p> <p>Reading Area: Books including babies and grandparents (include information books)</p> <p>Role Play: Writing prescriptions at the doctor Taking telephone messages.</p>	<p>Phonics: Letters and Sounds Phase 2 ck/e/u/r</p> <p>Oral blending and segmenting – vc/cvc</p> <p>HFWs – and, the, to</p> <p>Writing Area: Tracing Following patterns Writing labels to match emotions</p> <p>Reading Area: Books about emotions and those illustrating challenging situations. Include books from different cultures.</p> <p>Role Play: Cutting and sticking to create a face showing emotions.</p>
<p>Mathematics (Specific)</p> <p>TEN TOWN Weekly Focus – Number recognition/formation</p>	<p>Say and use number names in order</p> <p>1:1 counting objects</p> <p>Clapping/hopping Numeral recognition</p> <p>Songs rhymes</p> <p>Key times in the day – breakfast etc...</p>	<p>Say and use number names in order</p> <p>1:1 counting objects</p> <p>Clapping/hopping Numeral recognition</p> <p>Songs rhymes</p> <p>Key times in the day – breakfast etc...</p>	<p>TEN TOWN</p> <p>Adult Led: Identifying numbers to 5 then to 10. Begin to recognise zero. One more and one less, ordering numbers. Number recognition – how many people in my family?</p>	<p>TEN TOWN</p> <p>Adult Led: Ordering and comparing numbers, more/ less – relate to age. How old am I? link to familiar numbers. Using fingers and toes to count.</p>	<p>TEN TOWN</p> <p>Adult Led: Shape – what shapes can I see on the houses? Name 2D shape properties and names.</p> <p>Numeracy Area: Identifying familiar numbers such as door numbers.</p>	<p>TEN TOWN</p> <p>Adult Led: Comparing measures – hand and feet size, big and small, tall and short.</p> <p>Numeracy Area: Objects of different sizes and weight to compare and order.</p>

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			<p>Numeracy Area: Explore and investigate numbers and different mathematical objects for counting and sorting.</p> <p>Role Play: Counting candles on the cake, identifying familiar numbers</p>	<p>Numeracy Area: Identifying familiar numbers such as age – link to baby photos and birthdays.</p> <p>Role Play: Birthday Party</p>	<p>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.</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>Knowledge and Understanding of the World (Specific)</p>	<p>Baseline Observations Role Play</p>	<p>Baseline Observations Role Play</p>	<p>Draw around the children and label different parts of the body</p> <p>My skeleton – draw using black paper/chalk</p> <p>Funny Bones</p>	<p>Using our senses to explore, describe and investigate</p> <p>Feely bags Trying new foods Sound walks</p> <p>Did we all look the same as babies? Do we look the same now? What is similar/different?</p>	<p>Investigating materials What are houses made of? Why? Rubbings of different materials. Investigating different materials. Exploring and discussing photographs of different houses.</p> <p>Construction: The Three Little Pigs</p>	<p>Hand prints and foot prints – are they all the same? Making comparisons.</p>
<p>Expressive Arts and Design (Specific)</p>	<p>Purple Poppies – WW1</p>	<p>Purple Poppies – WW1</p>	<p>Art: Investigate using chalk to create a skeleton picture. Plastacine modelling to create a family member.</p> <p>Construction: Investigating how materials can join to</p>	<p>Art: Printing – hand, foot and finger painting. Create a picture using these parts of our body.</p> <p>Construction: Working together to create a finished product. Explain how</p>	<p>Art: Junk modelling houses Observational drawings of different houses.</p> <p>Construction: Use different materials to</p>	<p>Art: Mood Paintings Printing</p> <p>Construction: Create and recreate patterns</p>

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R.E.			<p>create 'hinges' like our joints.</p> <p>Technology: 'Where is my nose?' App on the iPads.</p> <p>Music: Charanga/Sing Up</p>	<p>I made this and what it is.</p> <p>Technology: Accessing Apps on the iPad and using walkie talkies to communicate.</p> <p>Music: Charanga/Sing Up</p>	<p>construct a house/building</p> <p>Technology: Remote control cars on a mat/map. Link to local area.</p> <p>Music: Charanga/Sing Up</p>	<p>Technology: Take photographs and record sound. Play back using CD player.</p> <p>Music: Charanga/Sing Up</p>
		<p>What is an assembly? What is collective worship?</p> <p>Explaining that this is a time where all adults and children come together and share. We come together for an 'act of worship' and learn about God and themselves. We reflect on what we have done and what we believe. We sing songs and pray. We also have special visitors from the Church.</p>	<p>What happens when a baby is born?</p>	<p>Ourselves, Our Family and Our Community</p>	<p>Celebrations and Special Times – What happens at a festival?</p>	