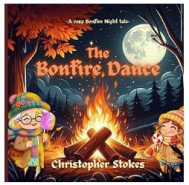
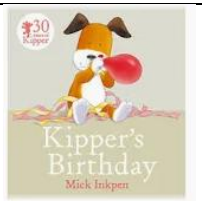
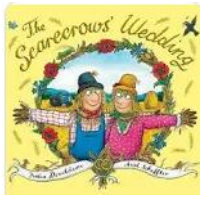
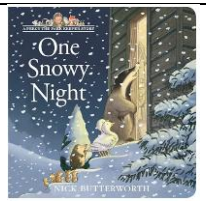
EYFS Medium Term Plan

Autumn 2/Let's Celebrate

	Week 1 Bonfire Night	Week 2 Remembrance Day	Week 3 Birthdays	Week 4 Weddings	Week 5 Winter	Week 6 Christmas	Week 7 Christmas
Primary Texts		Poppies by CBeebies 					
Secondary Texts	Bonfire Night (non-fiction) Pudsey's Great Fundraiser Iris and Isaac Katie Morag and the Wedding Lost and Found The Gruffalo's Child The Polar Express The Night Before Christmas						
Nursery Rhymes	Remember, remember…	Teddy Bear, Teddy Bear, turn around	Happy Birthday	Church Bells Ringing Song	On a cold and frosty morning	When Santa got stuck up the chimney/ Nativity songs	We Wish You A Merry Christmas/ Nativity songs
Themes/Interests	**Bonfire Night**	**Remembrance Day**	**Birthdays**	**Weddings**	**Winter**	**Christmas**	**Christmas Around the World**
Communication & Language	**Objectives:** -Ask questions to find out more and to check they understand what has been said to them. -Develop social phrases. -Engage in story times.				**Vocabulary**: Listen, share, ideas, thoughts, talk, quiet, loud, voice, words, meaning.		

<table>
<tr><td></td><td colspan="7">Using phase two phonics skills, games, stories and rhymes to promote listening skills and understanding. Continue circle times to promote positive interactions with their new peers and adults to provide modelling within the areas of provision to expand on new vocabulary and build on relationships.</td></tr>
<tr><td></td><td colspan="7">Activities:
- Daily Storytime. Encourage children to join in with repeated refrains when reading key texts.
- Introduce new weekly vocabulary and model.
- Sing ‘hello song’ each morning.
- Model talk routines throughout the day.
- Daily snack and chat sessions.
- Continue to model roleplay in the home corner and key vocabulary.
- Encourage new vocabulary in the small world area.</td></tr>
<tr><td rowspan="3">Personal, Social & Emotional Development</td><td colspan="5">Objectives:
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others</td><td colspan="2">Vocabulary:
Happy, sad, excited, tired, safe, scared, afraid, worried, friend, friendship, self, care, needs, feelings.</td></tr>
<tr><td colspan="7">Children will continue to be supported by adults to settle into their new school routines, with lots of short circle times and activities to ensure the children feel happy and secure. Daily snack and chat time to encourage turn taking, listening and allowing them to express their views and feelings. Reinforce the three school values ‘respect, resilience and curiosity’ and set clear expectations of behaviour.</td></tr>
<tr><td>PSHE
Describe their own positive attributes.

Share their likes and dislikes.

Listen to and respect the ideas of others.</td><td>PSHE
Recognise the similarities and differences amongst their peers.

Discuss why differences should be celebrated.

Retell a story.</td><td>PSHE
Talk about their family, customs and traditions.

Listen to others talk about their experiences.

Compare their own experiences with those of others.</td><td>PSHE Recognise the similarities and differences between their home and those of others.

Talk about what makes their home feel special and safe.

Be sensitive towards others.</td><td>PSHE
Suggest ways in which we can be kind towards others.

Demonstrate skills in cooperation with others.</td><td>PSHE
Show friendly behaviour towards a peer.

Build relationships with others</td><td>PSHE
Revisit previous learning</td></tr>
</table>

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<tr><td></td><td colspan="3"></td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td rowspan="4">Physical Development</td><td colspan="4">Objectives:
- To move safely with and around others
- To show determination to hold a balance
- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently – pencils for drawing and writing, paintbrushes, scissors.
- Further develop the skills they need to manage the school day successfully: lining up and mealtimes.</td><td colspan="3">Vocabulary:
Move, control, coordination, free, space, aware, around, over, under, though, active, body, healthy.</td></tr>
<tr><td colspan="7">Develop gross motor skills in our weekly PE sessions which an emphasis on fundamental movement skills: jumping, hopping, skipping, catching, climbing & balancing.
Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the balancing bikes and scooters.</td></tr>
<tr><td>PE
Gymnastics (Shapes with your body)

Daily Wake & Shake</td><td>PE
Gymnastics (Shapes whilst on apparatus)

Daily Wake & Shake</td><td>PE
Gymnastics (Balancing on different body parts)

Daily Wake & Shake</td><td>PE
Gymnastics (Jumping)

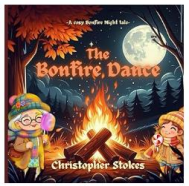
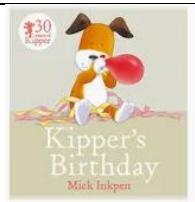
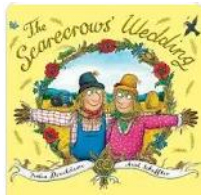
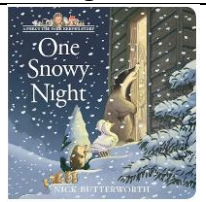
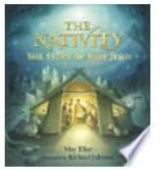
Daily Wake & Shake</td><td>PE
Gymnastics (Rocking and rolling)

Daily Wake & Shake</td><td>PE
Gymnastics (Sequences)

Daily Wake & Shake</td><td>PE
Revisit

Daily Wake & Shake</td></tr>
<tr><td rowspan="2">Literacy</td><td colspan="4">Word Reading
Objectives:
- Blend phonemes orally within CVC words. Read words, sentences and decodable texts containing the graphemes: ck, e u, r, h, b, f, ff l, ll, ss.
- Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding. Distinguish between a word, a letter and a space.
- Read words, sentences and decodable texts with the tricky words: I, to, no, go, into</td><td colspan="3">Vocabulary:
Word, sentence, phoneme, grapheme, letter, illustration, author, illustrator, story, rhyme, song, rhyming, sound, meaning, write.</td></tr>
<tr><td colspan="7">We follow Lancashire's Red Rose Phonics programme. Phonics is taught during 5 x 25-minute sessions each week. Children will learn 15 phonemes, tricky words and begin to blend sounds together to make vc and cvc words. Children will begin to develop an interest in mark-making and writing. They will give meaning to marks and emergent writing. Children will begin to write their own names using some recognisable letter shapes. Continuous provision enhancements planned for each week on weekly plan.</td></tr>
</table>

	Phonics Teach **ck e u** Tricky words **I to**	**Phonics** Teach **r h b** Tricky words **no go**	**Phonics** Consolidate **o c k ck e u r h b** Tricky words **into**	**Phonics** Teach **f ff l** Tricky words **the to I go no into**	**Phonics** Teach **ll ss** Tricky words **the to I go no into**	**Phonics** Consolidate **f ff l ll ss ck** Tricky words **the to I go no into**	**Phonics** Consolidation
	Comprehension **Objectives:** -Listen to and discuss stories or information that has been read to them. -Recite simple rhymes and songs. -Understand the difference between text and illustrations. -Knows that in English print is read from left to right and top to bottom and that print conveys meaning. -Hold a book correctly and turn pages from front to back. -Talk about the front cover, title and illustrations in stories. -Discuss specific information in non-fiction texts e.g. labels, images. -Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. -Look closely and discuss the illustrations to develop understanding of the story. -Activate knowledge linked to own experiences, e.g. What do you know about where you live? -Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. -Use recently introduced vocabulary appropriately during discussions about texts. -Respond to questions using who and what linked to texts and illustrations. -Identify the main characters in stories. -Explore what a character might say. -Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story. -Use actions and pictures to orally retell stories in their own words.				**Vocabulary**: Listen, share, text, illustrations, front cover, title, labels, prediction, who, what, characters, beginning, middle, end, retell, feelings – happy, sad, angry, scared, friendly, helpful, calm,		

	-Role play stories using simple props and recently introduced vocabulary. -Say how they feel about stories.						
	We have a weekly story and rhyme that relates to our theme. Continuous provision activities are planned relating to the theme. We have story time at the end of the day, with secondary texts that relate to our topic/theme. Lots of discussions about characters and feelings. Children access reading corners in the classroom, shared area and the outdoor reading shed.						
		Poppies by CBeebies 					
	Remember, remember…	Teddy Bear, Teddy Bear, turn around	Happy Birthday	Church Bells Ringing Song	On a cold and frosty morning	When Santa got stuck up the chimney/ Nativity songs	We Wish You A Merry Christmas/ Nativity songs
	Writing **Objectives:** *Emergent writing:* Copy adult writing behaviour e.g. writing on a whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. *Composition:* Use talk to link ideas, clarify thinking and feelings. Understand that thoughts and stories can be written down. *Spelling:* Orally spell VC and CVC words by identifying the sounds. Write own name. *Handwriting:* Form letters from their name correctly. Recognise that after a word there is a space.				**Vocabulary:** Phonic sounds and ditties		

	We have a weekly writing task completed with an adult. There is a writing table in the continuous provision area. Writing enhancements are provided in provision areas.						
	Writing Label firework colours and sounds.	**Writing** Write red similes	**Writing** Write birthday cards	**Writing** Write a wedding list	**Writing** Write Winter sentences	**Writing** Write sentences about stick man	**Writing** Talk for writing Christmas story
Maths	**Objectives:** *Rote counting:* Rote count from 1 to a given number up to 10. Rote count from one number to another within 10. Rote count from 10 to 0. Rote count back from one number to another within 10. Know what number comes before or after a given number. Say a number between two given numbers within 10. Understand and use 'after' and 'before' in time contexts. *Counting objects*: Understand that counting is to find out how many. Use one to one correspondence when counting. Understand the last number said is the number in the set. Count out a given amount up to 10 from a greater set. Count up to 10 pictures, sounds or actions, keeping track of each as they are counted. Place a given number of counters on a ten frame in different ways. Use the word 'zero' to represent 'none'. Explore arrangements of quantities within 5 using a ten frame. Know what 10 of different sets of the same object look like. *Number sense:* Use 'part' to describe each partitioned set of objects. Recognise that when a ten frame is full this represents 10. *Number recognition:* Identify a given number from a selection within the range 0 to 9. Select the numeral to match amounts from a selection within 0 to 9. Put the numerals 0 to 9 in order when all are given.				**Vocabulary**: Counting, number, match, sort, compare, colour, size, shape, more, less, same, amount, weight, height, capacity, container, pattern, continue, repeat.		

<table>
<tr><td></td><td colspan="4">Number graphics:
Explain what their marks and symbols represent.
Explain the mathematical processes used in their picture/jotting.
Calculating:
Recognise that when the groups are combined the number of objects is more than either of the individual groups.
Recognise that when an amount of objects is removed the number in the set is fewer than they started with.
Recognise that one more is the next number in the counting sequence.
Know that one fewer is found by removing/taking away one object from an existing group.
Understand the concepts of addition and subtraction by practically combining or removing sets of objects to find how many and use the terminology part-part-whole.</td><td colspan="3"></td></tr>
<tr><td></td><td colspan="7">We follow Lancashire's Red Rose Maths scheme. Maths is taught during 5 x 25-minute lessons per week. Each week a new number is introduced and explored in different ways through a variety of questions and tasks. As a new number is introduced, the questions and tasks will also include how the new number relates to the previous numbers that have been learned. Continuous provision enhancements planned for each week on weekly plan.
NCTEM daily 10-minute mastery practise.</td></tr>
<tr><td></td><td>Red Rose Maths
Number 6 (and 5,4,3,2 and 1).</td><td>Red Rose Maths
Number 7 (and 6,5,4,3,2 and 1).</td><td>Red Rose Maths
Number 8 (and 7,6,5,4,3,2 and 1).</td><td>Red Rose Maths
Number 9 (and 8,7,6,5,4,3,2 and 1).</td><td>Red Rose Maths
Number 10 (and 9,8,7,6,5,4,3,2 and 1).</td><td>Red Rose Maths
Revisit numbers 1-10</td><td>Red Rose Maths
Revisit numbers 1-10</td></tr>
<tr><td>Understanding the World</td><td colspan="4">Objectives:
Recognise that people have different beliefs and celebrate special times in different ways.
Recognise some similarities and differences between life in this country and life in other countries.</td><td colspan="3">Vocabulary:
Special, unique, God, belief, Christian, Diwali, Hindu, celebrate, birthday, church, party, planet, Earth, space, world, home, community, area, place.</td></tr>
<tr><td></td><td colspan="7">Science - Autumn and the changes in season into Winter. What changes can you see, hear and feel?
- Making observations of the natural world.
Geography - London Landmarks – Houses of Parliament
History – Remembrance Day
RE – Christmas</td></tr>
</table>

	London Landmarks – Houses of Parliament	Remembrance Day			Explore and look for the signs of Winter		Christmas Around the World
Expressive Arts and Design	**Objectives:** - Explore what happens when they mix colours (names of colours). - Use of voice (Nativity songs)				**Vocabulary**: Artist, portrait, self-portrait, colour, draw, paint, observation, favourite, music, composter, band, musician, song, piece, genre (and music genres), create		
	Art – Explore what happens when they mix colours. Kandinsky style art inspired by Winter colours. **Music -** To listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.						
	Music Nativity songs	**Music** Nativity songs	**Music** Nativity songs	**Music** Nativity songs	**Art** Kandinsky **Music** Nativity songs	**Art** Kandinsky **Music** Nativity songs	**Music** Nativity songs