

Maids Moreton CE School

Medium Term Planning 2021-2022 All about Me

Year Groups: EYFS

Term: Autumn 1

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen to other people’s talk with interest, but can easily be distracted by other things. • Listen to simple stories and understand what is happening, with the help of the pictures • Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. • Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. • Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play, ‘Let’s go on a bus ... you sit there, I’ll be the driver” • Understand how to listen carefully and why listening is important. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Listen carefully to rhymes and song, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. <p>Speaking</p> <ul style="list-style-type: none"> • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. • Use the speech sounds p, b, m, w. • Are usually still learning to pronounce:- l/r/w/y- f/th - s/sh/ch/dz/j multi-syllabic words such as ‘banana’ and ‘computer’ • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. 	<ul style="list-style-type: none"> • Learning to socialise with our friends • Using language in role play situations. • Communicate with one another whilst exploring areas and learning. • Sustaining play when in role – doctors surgery, home corner, baby clinic, fruit and veg shop. • Following instructions • Developing focus and concentration for increasing periods of time. • Developing vocabulary linked to our topics and interests. Introduction of ‘star words’ for sessions and areas. • Remembering our manners • Learning to ask for help when needed • Developing confidence when talking in front of others • Discussions about when they were born /small and sharing photographs • Exploring non-fiction books – babies, changing and growth.
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	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts 	
<p>Physical Development</p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Explore different materials and tools. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Learn to use the toilet with help, and then independently. • Continue to develop, their movement, balancing, riding (scooters, bikes and trikes) and ball skills. • Start taking part in some group activities which they make up for themselves, or in teams. • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - Rolling, crawling, walking, jumping, running, hopping, skipping and climbing. • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - Regular physical activity • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - Lining up and queuing - Mealtimes - Personal hygiene <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Start to eat independently and learning how to use a knife and fork. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> • Weekly PE lesson • Awareness of space and of self • Group games; ring, group and playground games • How we feel after exercise • Gaining control over fastenings when getting dressed and undressed for P.E sessions • Using a correct pencil grip and gaining control with mark making implements • Using and holding scissors correctly • Using a range of one handed tools with increasing control e.g. scissors, brushes, pens and pencils e.g self portraits. • Personal Hygiene • Eating independently and with manners at lunchtime. • Dressing and undressing for P.E

	<ul style="list-style-type: none"> • Show a preference for a dominant hand • Use one handed tools and equipment, for example, making snips in paper with scissors. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> • Developing fine motor control with daily finger gym.
<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Safely explore emotions beyond their normal range through play and stories. • Talking about their feelings in more elaborated ways; “I am sad because ...” or “I love it when ...” • Increasingly follow rules, understanding why they are important. • See themselves as a valuable individual. <p>Managing Self</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Show resilience and perseverance in the face of challenge. • Manage their own needs <p>Building Relationships</p> <ul style="list-style-type: none"> • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more children, extending and elaborating play ideas. • Build constructive and respectful relationships. • Express their feeling and consider the feelings of others. 	<ul style="list-style-type: none"> • Team games • Circle time • Working together • Making friends and sharing and taking turns • Learning the rules of the classroom • The areas of the classroom – resources etc • Learning routines of the school day • Knowing about ourselves – what we can do? What are we good at? • Sustaining focus and concentration on a chosen activity • Colour monster – appropriate words for feelings. • PSHE idecision Scheme – Managing feelings

<p>Literacy</p>	<p>Comprehension *Ask questions about the book. Makes comments and shares their own ideas.</p> <ul style="list-style-type: none"> • Understands the five key concepts about print: <ul style="list-style-type: none"> - print the meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and top to bottom. • Engage in extended conversations about stories, learning new vocabulary. <p>Word Reading</p> <ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Develop their phonological awareness so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondence. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's programme. • Read simple phrases and sentences made up of words with known letter – sound correspondence and, where necessary, a few exception words. <p>Writing</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing: for example writing a pretend shopping list that starts at the stop of the page; write m for mummy. • Write some or all of their name • Write some letters accurately • Spell words by identifying the sounds and then writing the sound with letter/s 	<ul style="list-style-type: none"> • Phonics • Phase 1 circle games • Recognising and writing our own names • Getting to recognise other children's names • Starting to introduce letter sounds (one per day) • Beginning to learn to 'blend' sounds together to read simple 2 and 3 letter words. • Listening to and joining in with stories and rhymes • Writing lists and labels • Making our class baby book or display • Beginning to learn to form letters in the cursive script. (school policy) • Beginning to show an interest in mark making with meaning. • Reading non-fiction and fiction stories. • Developing recall of familiar stories. • Responding to stories with relevant comments or questions.
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<p>Mathematics</p>	<p>Number:</p> <ul style="list-style-type: none"> • Counting in everyday contexts, sometimes skipping numbers 1, 2, 3, 5. • Fast recognition of up to three objects without having to count them individually. • Say one number each item in order, 1, 2, 3, 4, . • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show finger numbers up to 5. • Link numerals to amounts; for example showing the right number of objects to match the numeral, up to 5. • Experiments with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language, 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'. • Understand position through words alone – for example, 'The bag is under the table' – with no pointing. • Describe routes and locations, using words like 'in front of' and 'behind' • Make comparisons between objects relating to size, length, weight and capacity. • Selects shapes appropriately: flat surfaces for building a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Count objects, actions and sounds. • Subitise. • Link the number value (numeral) with its cardinal number value. • Count beyond 10 • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. <p>Numerical patterns</p> <ul style="list-style-type: none"> • Talk about and identifies the patterns around them. For example: stripes on clothes, designs or rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create abab patterns – stick leaf, stick leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fiction, using words such as 'first', 'then ...' • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Continue, copy and create repeating patterns. 	<ul style="list-style-type: none"> • Weekly focus on a number, breaking it down into skills. <ul style="list-style-type: none"> - 1 more and 1 less - subitising nos to 5 - counting reliably - investigating properties of shape e.g. 3 sides • These are built upon week on week to provide progression and challenge. • Within the environment there would be; <ul style="list-style-type: none"> - Counting games - Loose parts - Number formation activities - Shape puzzles - Small world blocks - Natural materials
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<p>Understanding the World</p>	<p>Past and present</p> <p>People, culture and communities</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Understand that some places are special to members of their community. • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and / or different properties. • Talk about what they see, using a wide vocabulary. • Explore how things work. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> • Ourselves – our bodies; senses, body parts, bones <ul style="list-style-type: none"> ▪ our families; who's who, other families ▪ class baby album; now and then ▪ looking after ourselves; washing, hygiene routines, healthy eating • Learning about Harvest festival – making bread. • Discussion about how Harvest is celebrated around the world (assemblies) • R.E. going to church for harvest • Healthy eating – preparing simple foods. Our favourite foods. • Seasonal changes in Autumn – autumnal walks
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<p>Expressive Arts and Design</p>	<p>Creating with materials</p> <ul style="list-style-type: none"> • Explore different materials, in order to develop their ideas about how to use them and what to make. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. <p>Being Imaginative and expressive</p> <ul style="list-style-type: none"> • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. <p>*Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small equipment like animal sets, dolls and doll house etc. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas. • Listen attentively, move 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. • Develop storyline in their pretend play. 	<ul style="list-style-type: none"> • Drawing – self portrait, our families • Role play – home corner, doctors and baby clinic. • Painting – mixing colours. Observing features and painting our faces. • Collage – plate faces, collage bodies • Making paper straw skeletons • Learning to use split pins to make moving pictures. • Learning to move to music • Learning to access the creative resources independently. • Mixing media to create... • Having our own ideas. • Experiment making sounds with different instruments (linked to phase 1)
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Birth – 3 years

Three and four year olds

Reception

Supporting texts:

Funny Bones

Titch

Avocado Baby.