

# MEDIUM TERM PLAN AUTUMN 2 2022 - EARLY YEARS

## TOPIC: "Let's All Celebrate!"

Week beginning	Week's Focus/Other	Prime Areas			Specific Areas				Outdoor Learning SMSC British Values CVPS Values
		Personal, Social and Emotional Development	Physical development	Communication and Language	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	
31.10.22 Diwali - 24.10.22	<p><b>Core book</b> - Fireworks and Aliens Firework Poems</p> <p><b>6 Weekly Phonics Assessment Check</b></p>	<p><b>UNIT INTENT: What is the purpose of this unit?</b>  <b>To understand that people have different beliefs and celebrate special times in different ways</b></p>							
		<p>Explain the reasons for rules, know right from wrong and try to behave accordingly - <i>firework safety</i> Make a firework safety poster to put up in the classroom</p>	<p><b>Gross motor:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Dance with coach - start to learn dance for Hey Ewe <b>Fine motor:</b> Use a range of small tools, including scissors, paintbrushes and cutlery - scissors for cutting out fireworks. - pencil control bonfire night themed activity for Early Morning Challenge Continue with dough gym</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Discuss their firework experiences and how they make you feel - echo game - oral rehearsal/actions to support class poem <b>Vocabulary:</b> whoosh, whizz, pop, bang, zoom, fizzle, crackle, fizz</p>	<p>Use and understand recently introduced vocabulary during discussions about poems Learn a class poem to recite. Write a class firework poem. <b>Talk4W</b> - whole class make up a poem with actions and perform <b>Phonics :</b> - <b>Phase 2 Review week</b> <b>Focus on FM skills</b> - chalking and rainbow writing</p>	<p>Subitise up to 5. Automatically recall number bonds up to 5 Subitising to 5 - use PowerPoints for discussions Recall number bonds to 5. Numberblocks number 1 Writing Number 1 using number rhyme</p>	<p>Know similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <b>RE:</b> Why do we have celebrations? - To name some different celebrations and know what happens at them - Diwali <b>Vocabulary:</b> celebration, Diwali, diva, Rangoli, Hindu, Hinduism, parade, Rama, Sita, mehndi, value (link to school value) <b>Technology:</b> Purple Mash Can you paint a firework display? On tablets <b>Science:</b> Paper Fireworks Display</p>	<p><b>Art:</b> Safely use and explore a variety of materials, tools and techniques and experimenting with colour, design, texture, form and function Firework Painting Activity <b>Music:</b> Sing a range of well-known nursery rhymes and songs Christmas songs for Hey Ewe <b>Dance:</b> Perform songs, rhymes, poems and stories with others and try to move in time with the music Dance with a specialist</p>	<p><b>Outdoor Learning:</b> Developing FM and gross motor skills: chalking fireworks, painting fireworks, making some outdoor mobiles from recycled CDs Acting out being a firework using the new vocabulary we have been learning. Active Learn maths - subitising and number bonds to 5 Active phonics <b>Safeguarding</b> Firework Safety <b>SMSC</b> Firework patterns <b>British Values</b> <b>Democracy, rule of law, individual liberty, respect of faith</b> Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views <b>CVPS Value</b> Developing <b>confidence</b> in and around the school and with one another Developing how we <b>value</b> our classroom resources and environment Developing how to be <b>prepared</b> to learn Developing how to be a <b>successful</b> learners</p>
7.11.22	<p><b>Core book</b> - Kipper's Birthday</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Discuss which activities they enjoy. Feelings - espresso Book - what do you think has just happened? How are they feeling? Espresso</p>	<p><b>Gross motor:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Dance with coach - start to learn dance for Hey Ewe <b>Fine motor:</b> Use a range of small tools, including scissors, paintbrushes and cutlery - kitchen tools, food hygiene  <b>EMC - focus on Fine Motor Control</b> - pencil control birthday themed Dough gym</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary Sequence the order of how to bake cakes - take photographs to sequence using <i>first, then, next</i> <b>Vocabulary:</b> Introduce the <b>Talk4W</b> actions/cards for the sequence adverbs to make up some instructions of how to bake a cake (orally) - first, then, next, finally</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters Read Kipper's birthday <b>Phonics:</b> Phase 2 ELS - Focus on segmenting and blending. Phonemes h b f l - How do I segment a word for spelling? - Sequencing cake making - Look at recipe books</p>	<p>Explore and represent patterns within numbers to 10, including even and odds, double facts and how quantities can be <b>distributed equally</b> Link to role play - laying table for a party and <i>sharing</i> out plates, biscuits, drinks  Number blocks number 2 Writing number 2 using the number rhyme</p>	<p>Talk about the lives of people around them and their roles in society <b>RE:</b> Why do we have celebrations? To know that celebrations are special times. To know that each child has a birthday. When is your birthday? Why do we have birthdays? How do you celebrate birthdays? <b>Vocabulary:</b> birthday, gifts, presents, feelings words, decoration, celebration <b>Technology:</b> Can you draw a birthday cake? How many candles will you put on it? Purple Mash <b>Science:</b> Magical Mud Experiment</p>	<p><b>Art/DT:</b> Share their creations, explaining the process they have used Make, icing and decorate fairy cakes <b>Outdoor Focus</b> - making bunting for a birthday party <b>Music:</b> Sing a range of well-known nursery rhymes and songs Christmas songs for Hey Ewe <b>Dance:</b> Perform songs, rhymes, poems and stories with others and try to move in time with the music Dance with a specialist</p>	<p><b>Outdoor Learning:</b> Make a birthday party house - banners, balloons Acting out birthdays, using the mud kitchen to create cakes Active Learn Maths - more than and less than Active Phonics <b>Safeguarding</b> Safety using tools - how to handle scissors, glue, paintbrushes, correctly and carefully Safety in the kitchen Hygiene Safety <b>SMSC</b> Watching cakes bake <b>British Values</b> <b>Democracy, rule of law, individual liberty, respect of faith</b> Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views</p>

									<p><b>CVPS Value</b> Developing <b>confidence</b> in and around the school and with one another Developing how we <b>value</b> our classroom resources and environment Developing how to be <b>prepared</b> to learn Developing how to be a <b>successful</b> learnerS</p>
<p><b>14.11.22</b></p> <p>Anti-bullying week - One Kind Word</p>	<p><b>Core book-</b> Kipper's Toy box</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly SEAL - <i>Working cooperatively to help a group - being kind to one another. Feelings - introduce the feelings Flower</i></p>	<p><b>Gross motor:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Dance with coach - start to learn dance for Hey Ewe <b>Fine motor:</b> Use a range of small tools, including scissors, paintbrushes and cutlery - - scissors, sellotape</p> <p>EMC - focus on Fine Motor Control - pencil control toy themed</p> <p>Dough gym</p>	<p>Listen attentively and respond to what they hear with relevant comments and actions when being read to and during whole class discussions and small group interactions Discussing how to build and label a shop with one another - deconstructed role play <b>Vocabulary:</b> shop, entrance, exit, till, label, scan, how much, pay, money, construct, build, join</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters Read Kipper's Toybox <b>Phonics:</b> Phase 2 ELS - Focus on segmenting and blending. Phonemes j v w x - How do I segment a word for spelling? write a label for the shop and their model</p>	<p>Finds the total number of items in 2 groups by counting all of them</p> <p>Introduction to addition and finding 1 more - using money in a shop</p> <p>Numberblocks number 3 Writing number 3 using the number rhyme</p>	<p>Know similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <b>RE:</b> Why do we have celebrations? Celebrating To recognise a time that is special to others What things do people do to make a wedding special? <b>Technology:</b> Can you match the toy to the right colour of basket? <b>Science:</b> Toy Freeze Experiment</p>	<p><b>Art/DT:</b> Safely use and explore a variety of materials, tools and techniques Make a toy model from junk <b>Outdoor Focus:</b> Junk modelling <b>Vocabulary:</b> join, put, connect, attach, build, construct <b>Music:</b> Sing a range of well-known nursery rhymes and songs Christmas songs for Hey Ewe <b>Dance:</b> Perform songs, rhymes, poems and stories with others and try to move in time with the music Dance with a specialist</p>	<p><b>Outdoor Learning:</b> Junk modelling Building a toy shop Active Learn maths and phonics <b>Safeguarding</b> Using tools <b>SMSC</b> Science experiment of freezing <b>British Values</b> <b>Democracy, rule of law, individual liberty, respect of faith</b> Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views <b>CVPS Value</b> Developing <b>confidence</b> in and around the school and with one another Developing how we <b>value</b> our classroom resources and environment Developing how to be <b>prepared</b> to learn Developing how to be a <b>successful</b> learners</p>
<p><b>21.11.22</b></p>	<p><b>Core book -</b> Shhh! By Julie Sykes</p>	<p>Work and play cooperatively and take turns with others SEAL - <i>Working cooperatively in a group</i></p>	<p><b>Gross motor:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Dance with coach - start to learn dance for Hey Ewe <b>Fine motor:</b> Use a range of small tools, including scissors, paintbrushes and cutlery - - scissors, sellotape - colour and cut out pictures for Santa sack (SIA)</p> <p>EMC - focus on Fine Motor Control - pencil control Christmas themed Dough gym</p>	<p>Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions, with modelling and support from their teacher Discuss what they would like for Christmas <b>Vocabulary:</b> Christmas present, gift, choose, would like, and, maybe</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters <b>Phonics:</b> Phase 2 ELS - Focus on segmenting and blending. Phonemes y z qu ch - How do I segment a word for spelling? Write a list of what they would like for Christmas</p>	<p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Introduction to addition and finding 1 more Counting toys/presents</p> <p>Number blocks - adding 1 and number 4</p> <p>Writing number 4 using the number rhyme</p>	<p>Know similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <b>RE:</b> Why do we have celebrations? To know there are special times to say thank you Do we say thank you for our food? Link back to Harvest and discuss Jewish festival of Sukkot <b>Technology:</b> Can you create your own stocking? <b>Science:</b> Christmas Bottle Magnet Experiment</p>	<p><b>Art:</b> Safely use and explore a variety of materials, tools and techniques and experimenting with colour, design, texture, form and function Making Santa on a plate <b>Outdoor Focus:</b> Paper chains <b>Music:</b> Sing a range of well-known nursery rhymes and songs Christmas songs for Hey Ewe <b>Dance:</b> Perform songs, rhymes, poems and stories with others and try to move in time with the music Dance with a specialist</p>	<p><b>Outdoor Learning:</b> Making paper chains Active maths and phonics <b>Safeguarding</b> Scissor safety <b>SMSC</b> Christmas Science experiment <b>British Values</b> <b>Democracy, rule of law, individual liberty, respect of faith</b> Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views <b>Celebrating Christmas in our country</b> <b>CVPS Value</b> Developing <b>confidence</b> in and around the school and with one another Developing how we <b>value</b> our classroom resources and environment Developing how to be <b>prepared</b> to learn Developing how to be a <b>successful</b> learners</p>
<p><b>28.11.22</b></p>	<p><b>Core book-</b> Santa's Special Letter</p>	<p>Form positive attachments to adults and friendships with peers SEAL - <i>Being a good friend. Feelings</i></p>	<p><b>Gross motor:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Dance with coach - start to learn dance for Hey Ewe <b>Fine motor:</b> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Discuss what happens at Christmas <b>Vocabulary:</b> celebrate, Christmas, presents, dinner, crackers, party hats, decorate,</p>	<p>Write simple phrases and sentences that can be read by others <b>Phonics:</b>Phase 2 ELS - Focus on segmenting and blending. Phonemes sh th ng nk - How do I write a sentence?</p>	<p>Have a deep understanding of number to 10, including the composition of each number Link to christmas Introduction to subtraction and finding 1 less</p> <p>Numberblocks - taking away 1 and number 5 Writing number 5 using the</p>	<p>Know similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <b>RE:</b> Why do we have celebrations? To know what we do at Christmas.</p>	<p><b>Art:</b> Safely use and explore a variety of materials, tools and techniques and experimenting with colour, design, texture, form and function Christmas decorations - dough baubles for the tree <b>Outdoor focus:</b> Decorate a tree</p>	<p><b>Outdoor Learning:</b> Decorating the Christmas tree and the house Role playing Christmas Active maths and phonics <b>Safeguarding</b> Performing on a stage <b>SMSC</b> Christmas Science experiment <b>British Values</b></p>

			<p>all cases <b>EMC - focus on Fine Motor Control</b> - pencil control Christmas themed</p> <p>Dough gym</p>	decorations,	Letter to Father Christmas - <b>Talk4W</b> - how to write a letter HFW: <b>we me be big</b>	number rhyme	P & C: Where do letters go? Postal workers, sorting offices - people who help us and posting a letter to Santa <b>Technology:</b> Can you draw a magical Christmas tree? <b>Science:</b> Santa's Magic Milk Experiment	<b>Music:</b> Sing a range of well-known nursery rhymes and songs Christmas songs for Hey Ewe <b>Dance:</b> Perform songs, rhymes, poems and stories with others and try to move in time with the music Dance with a specialist	<b>Democracy, rule of law, individual liberty, respect of faith</b> Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views <b>CVPS Value</b> Developing <b>confidence</b> in and around the school and with one another Developing how we <b>value</b> our classroom resources and environment Developing how to be <b>prepared</b> to learn Developing how to be a <b>successful</b> learners
<b>5.12.22</b> Maths assessment - counting, subitising, recognising numbers	Core book - The Nativity	Show sensitivity to their own and to others' needs SEAL - <i>Keeping calm and overcoming feelings of anger</i>	<p><b>Gross motor:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Dance with coach - start to learn dance for Hey Ewe <b>Fine motor:</b> Use a range of small tools, including scissors, paintbrushes and cutlery - making wreaths</p> <p><b>EMC - focus on Fine Motor Control</b> - pencil control Jolly Postman themed</p> <p>Dough gym</p>	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Start to retell the story - <b>Vocabulary:</b> Jesus, shepherds, kings, stable, manger, star, wise men, inn keeper, Mary, Joseph, angel Gabriel, journey, <b>Talk4W</b> - orally - how to retell a story using actions/cards and sequence the pictures as a whole class/independent learning	Writes recognisable letters, most of which are correctly formed <b>Phonics:</b> phase 3 ELS - Focus on segmenting and blending. Phonemes ai ee igh oa - How to write their names correctly Write a card insert for a Christmas card	Explore and represent patterns within numbers to 10, including even and odds, double facts and how quantities can be distributed equally Christmas number patterns  Number blocks - counting series 2 and number 6  Writing number 6 using the number rhyme	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps <b>RE:</b> Why do we have celebrations? To know that Christmas is Jesus Birthday <b>Geography:</b> Christmas around the world - how is Christmas celebrated in different countries? Locate on the globe <b>Technology:</b> Can you draw a Christmas scene? Interacts with age-appropriate software Using Bee Bots to deliver letters <b>Science:</b> Fizzing Candy Cane Experiment	<b>Art:</b> Safely use and explore a variety of materials, tools and techniques and experimenting with colour, design, texture, form and function Christmas card pasta wreath <b>Outdoor focus:</b> Decorate the playhouse - wreath, chains, tinsel <b>Music:</b> Sing a range of well-known nursery rhymes and songs Christmas songs for Hey Ewe <b>Dance:</b> Perform songs, rhymes, poems and stories with others and try to move in time with the music Dance with a specialist	<b>Outdoor Learning:</b> Decorate the playhouse - wreath, chains, tinsel Active maths and phonics Acting out the nativity <b>Safeguarding</b> Dancing on a stage safety <b>SMSC</b> Christmas Science experiment <b>British Values</b> <b>Democracy, rule of law, individual liberty, respect of faith</b> Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views <b>CVPS Value</b> Developing <b>confidence</b> in and around the school and with one another Developing how we <b>value</b> our classroom resources and environment Developing how to be <b>prepared</b> to learn Developing how to be a <b>successful</b> learners
<b>12.12.22</b>	Core book - The Nativity <b>6 Weekly Phonics Assessment Check</b>  Termly Checkpoint for all areas - who is on track? Who is not on track to achieve EOY Expectations ?	Show sensitivity to their own and to others' needs SEAL - <i>Solving a difficult problem with a friend</i>	<p><b>Gross motor:</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing Dance with coach - start to learn dance for Hey Ewe <b>Fine motor:</b> Use a range of small tools, including scissors, paintbrushes and cutlery - Making cards</p> <p><b>EMC - focus on Fine Motor Control</b> - pencil control Christmas themed cracker, tree, present, holly, snowman</p> <p>Dough gym</p>	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary  Act out the Nativity. <b>Vocabulary:</b> Jesus, shepherds, kings, stable, manger, star, wise men, inn keeper, Mary, Joseph, angel Gabriel, journey,	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Order the pictures from the Nativity to use to retell the story. <b>Phonics:</b> ELS. Phonemes - <b>Review week</b> Reply from Santa to each child	Select, rotate and manipulate shapes to develop spatial reasoning skills 3D shape presents  <b>Maths assessment</b> - 2D/3D shapes  Number blocks - counting series 2 and number 7  Writing number 7 using the number rhyme	Know similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <b>RE:</b> Why do we have celebrations? To know that Christians celebrate Christmas, the birth of Jesus <b>Technology:</b> Can you draw the Nativity?	<b>Art:</b> Safely use and explore a variety of materials, tools and techniques and experimenting with colour, design, texture, form and function Make a cone angel <b>Outdoor focus:</b> make a tough-spot nativity scene with stick puppets, farm animals, hay, barn <b>Music:</b> Sing a range of well-known nursery rhymes and songs Christmas songs for the Christmas performance at the church	Make a tough-spot nativity scene with stick puppets, farm animals, hay, barn Active maths and phonics <b>Safeguarding</b> Tool safety <b>SMSC</b> Christmas Science experiment <b>British Values</b> <b>Democracy, rule of law, individual liberty, respect of faith</b> Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views <b>CVPS Value</b> Developing <b>confidence</b> in and around the school and with one another Developing how we <b>value</b> our classroom resources and environment Developing how to be <b>prepared</b> to learn Developing how to be a <b>successful</b> learners