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2023/2024 Medium Term Plans

Year Group: EYFS

Term: Autumn 1

<p>Communication and Language</p>	<p>Using phase one phonics skills, games, stories and rhymes to promote listening skills and understanding.</p> <p>Introduce 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.</p> <p>Introduce some simple Makaton signs - good morning, good afternoon and the signs for the different lunch options for the dinner register.</p>		<p>Introduction of Talk Partners to promote talk and turn-taking with a peer during focused activities.</p>	<p>Circle time to focus on feelings. Use of the book 'The Colour Monster' to discuss emotions with the children with an emphasis on using colour to help them express how they feel using the Zones of Regulation.</p>	<p>Encourage children to talk about where they live / where their family is from. Discuss different languages.</p> <p>Develop confidence and speaking skills by standing up to share their weekend news / their turn with Eggward the Egg!</p>	<p>Introduce a rhyme/poem of the week to support focus on new vocabulary.</p>	<p>Develop discussions during milk and snack time to model language and different conversations and turn-taking skills.</p>	<p>Practise questioning skills when parents / carers come in to share details about their jobs.</p> <p>Develop and build on skills to follow instructions.</p>
<p>Physical</p>	<p>Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the trikes.</p>	<p>Develop gross motor skills using the outdoors with an emphasis on large scale building, use of the trikes and exploring the climbing frame and pole.</p> <p>Use of various sensory materials to</p>	<p>Cont to develop gross motor skills using the outdoor provision.</p> <p>Introduction of gross and fine motor daily exercises.</p> <p>Adult focus sessions on correct pencil</p>	<p>Cont to develop gross motor skills using the outdoor provision and enhancing it with various equipment to encourage gross motor skills.</p> <p>Use of various sensory materials to</p>	<p>Cont to develop gross motor skills using the outdoor provision and enhancement s.</p> <p>Use of various sensory materials to encourage mark making. Continue with</p>	<p>Cont to develop gross motor skills using the outdoor provision and enhancement s.</p> <p>Use of various sensory materials to encourage mark making.</p>	<p>Cont to develop gross motor skills using the outdoor provision and enhancements .</p> <p>Use of various sensory materials to encourage mark making.</p> <p>Finger Gym.</p>	<p>Cont to develop gross motor skills using the outdoor provision and enhancements.</p> <p>Use of various sensory materials to encourage mark making. Finger Gym.</p> <p>Daily gross and</p>



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		<p>encourage mark making e.g shaving foam, paint, flour.</p> <p>Begin adult focus sessions on correct pencil grip.</p> <p>Offer pencil control sheets in the provision</p>	<p>grip.</p> <p>Pencil control sheets in the provision</p>	<p>encourage mark making.</p> <p>Introduction of Finger Gym activities /challenges to promote fine motor skills e.g. shelling peas, using tweezers, threading with pipe cleaners.</p> <p>Daily gross / fine motor exercises.</p>	<p>gross / fine motor activities and Finger Gym.</p> <p>*Practise using vegetable peelers - Harvest link.</p>	<p>Finger Gym.</p> <p>Daily gross and fine motor exercises.</p>	<p>Daily gross and fine motor exercises.</p>	<p>fine motor exercises.</p>
Literacy	<p>Phonics phase 1 - Songs, rhymes, alliteration, body percussion, environmental sounds and oral blending and segmenting.</p> <p>Introduction to writing areas.</p> <p>Reading stories</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 2 graphemes s,a,t,p</p> <p>Name recognition</p> <p>Story time with focus on listening and attention.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 2 graphemes i,n,m,d</p> <p>Name recognition</p> <p>Story time</p> <p>Large scale mark making.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 2 graphemes g,o,c,k</p> <p>Tricky word- is</p> <p>Story time</p> <p>Large scale mark making.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 2 graphemes ck,e,u,r</p> <p>Tricky word- I</p> <p>Story time</p> <p>Large scale mark making.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 2 graphemes h,b,f,l</p> <p>Tricky word-the</p> <p>Story time</p> <p>Large scale mark making.</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 2 Assess and review</p> <p>Story time</p> <p>Large scale mark making.</p> <p>Letter formation</p>	<p><u>Little Wandle Phonics</u></p> <p>Phase 2 Assess and review</p> <p>Story time</p> <p>Large scale mark making.</p> <p>Letter formation</p>



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	linked to the theme with a focus on listening and attention.	Large scale mark making. Letter formation	Letter formation	Letter formation	Letter formation	Letter formation		
Mathematics	Settling in, introducing the areas of provision and getting to know the children. Lots of counting rhymes. Introduce key times of the day and class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.		<u>White Rose Match, Sort and Compare</u> Weeks 3 - 4		<u>White Rose Measure and Pattern</u> Weeks 5 - 6		<u>White Rose It's Me 123</u> Weeks 7 - 8	
Understanding of the World	Reinforce games that promote learning each other's names. Share our Brough Bear holiday photographs to retell key events.	Talk about birthdays and set up the birthday board. Name and describe people in their family. Discuss how families all differ.	To begin to appreciate that we are all different within our class and celebrate our differences.	Know how to show respect and care for the natural environment and all living things.	Look at where we live on a map of the local area and on Google Earth. Look at a map of the world and locate the different countries our families are from and places we have visited for a holiday.	Autumn walk using all of our senses to discuss the changes in season. Investigate how our bodies work. What happens to our food once we swallow it? What are our five senses? What happens to	Conduct some taste tests to find out what we like and dislike. Link back to what we learnt about our senses last week.	Explore different jobs around the world. Discuss the jobs our grown-ups do. Encourage parents/ carers to come into school to share details about their job with the children. What is Halloween?



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					Learn about Harvest. Look at a variety of different fruits and vegetables.	our hearts before and after we jump up and down for 10 seconds?		
Expressive Arts and Design	<p>Introduction of self initiated creative area with the use of a variety of media.</p> <p>Creating a unique piece of art, inspired by the story <i>The Dot</i> to celebrate their first week at school.</p>	<p>Self initiated creative area with the use of a variety of media.</p> <p>Self portraits: Looking at the differences between me and friends.</p> <p>Drawing our self portraits using a pencil.</p> <p>*International Dot Day (15.09.23)</p>	<p>Self initiated creative area with the use of a variety of media.</p> <p>Introduction of the Colour Wheel.</p> <p>Self portraits: Adding detail...</p> <p>*Use of paints, pastels and fine felt tip pens to add detail to self portraits.</p>	<p>Self initiated creative area with the use of a variety of media.</p> <p>Using knowledge learnt from the Colour Wheel last week to experiment with mixing powder paints and poster paints to create new colours.</p> <p>Using colour and different media to show and express different feelings and moods - Colour Monster link.</p>	<p>Self initiated creative area with the use of a variety of media.</p> <p>Making faces using fruit and vegetables, inspired by the artist, Guiseppe Arcimboldo.</p> <p><u>Music</u></p> <p>Clapping in time to the pulse / beat of the music</p>	<p>Self initiated creative area with the use of a variety of media.</p> <p>Following on from the story 'Leaf man' creating our own leaf pictures and / or making paper mache bowls using autumn leaves.</p> <p><u>Music</u></p> <p>Introduction to hand percussion instruments.</p>	<p>Self initiated creative area with the use of a variety of media.</p> <p><u>Music</u></p> <p>Accompanying singing using instruments.</p>	<p>Self initiated creative area with the use of a variety of media.</p>



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				<u>Music</u> Singing and listening to nursery rhymes.				
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