

## EYFS Medium Term Planning – Term 2 2016 - 2017 Autumn 2

<p><b>Whole class aspects of learning of strength (information from ongoing assessments, reflections and pupil progress)</b>  <u>Technology</u> (focus needed on control of mouse) and use of pc – develop ability to record voice and take photos. <u>Health and self care</u> – develop ability to fasten buttons, laces &amp; zips. <u>Exploring &amp; using media &amp; materials</u> – develop ability to select appropriate resources                  ..</p>		
<p><b>Whole class aspects of learning for particular focus during Term 2 (information from ongoing assessments, reflections and pupil progress)</b> <u>Fine motor skills</u> – target group to have intervention x 2 times/week. Clever fingers whole class during Early Morning Activity. <u>Listening &amp; attention</u> – following 2 part instructions. <u>Understanding</u> – group stories focusing on inference. Whole class stories following by questioning.</p>		
<p><b>Development matters/ELGs</b></p>		
<p><b>Personal, Social and Emotional Development</b>  <u>Making relationships</u>                      30-50 Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.                      40-60 Initiates conversations, attends to and takes account of what others say.  <u>Self confidence</u>                      30-50 Can select and use activities and resources with help.                      Shows confidence in asking adults for help.                      40 -60 Confident to speak to others about own needs, wants interests and opinions.  <u>Managing feelings &amp; behaviour</u>                      30-50 Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.                      40-60 Beginning to be able to negotiate and solve</p>	<p><b>Communication and Language</b>  <u>Listening &amp; attention</u>                      30-50 Is able to follow directions (if not intently focused on own choice of activity).                      40-60 Two-channelled attention – can listen and do for short span.  <u>Understanding</u>                      30-50 Responds to simple instructions, e.g. to get or put away an object.                      40-60 Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.  <u>Speaking</u>                      30-50 Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).                      40-60 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Physical Development</b>  <u>Moving and Handling</u>                      30-50 Holds pencil near point between first two fingers and thumb and uses it with good control.                      Uses one-handed tools and equipment, e.g. makes snips in paper with child                      Can catch a large ball.                      scissors.                      40-60 Uses a pencil and holds it effectively to form recognisable letters.                      Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  <u>Health &amp; self-care</u>                      40-60 Practices some appropriate safety measures without direct supervision.</p>

problems without aggression, e.g. when someone has taken their toy.			
<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<p><u>Reading</u> 30-50 Describes main story settings, events and principal characters. Suggests how the story might end. 40-60 Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p><u>Writing</u> 30-50 Sometimes gives meaning to marks as they draw and paint. 40-60 Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Links sounds to letters, naming and sounding the letters of the alphabet. (Phase 2)</p>	<p><u>Number</u> 30-50 Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. 40-60 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Records, using marks that they can interpret and explain.</p> <p><u>Shape, space and measure</u> 30-50 Shows awareness of similarities of shapes in the environment. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Beginning to use everyday language related to money.</p>	<p><u>People and Communities</u> 30-50 Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 40-60 Enjoys joining in with family customs and routines.</p> <p><u>The World</u> 30-50 Can talk about some of the things they have observed such as plants, animals, natural and found objects. 40-60 Looks closely at similarities, differences, patterns and change.</p> <p><u>Technology</u> 40-60 Uses ICT hardware to interact with age-appropriate computer software.</p>	<p><u>Exploring and using media and materials</u> 30-50 Explores colour and how colours can be changed. Beginning to be interested in and describe the texture of things. 40-60 Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects</p>

### **Significant events planned during the term**

Owl art – puppets ( everyone bring in a sock) –

Learning about Diwali and Christmas

Every day counting forwards and backwards to 20

Whole class reading of key word sentences using phase 2 sounds and tricky words.

### **Possible Activities (based on children's current interests so subject to change and significant events)**

Role play add clothing appropriate to season – scarf, hats, gloves, make camp fire using battery candles and tissue paper.

Money & coins in sand, mud pit, water tray & make shop for children to sell Autumn items eg pumpkins, soup, gloves

### **Week one**

**Afternoon activities** - Group work – magnifying glasses looking at similarities and differences. Record on sheet observations.

**Monday** – Inset day

**Tuesday** – News writing. Introduce autumn – Collect autumn items on school field

Powerpoint from Twinkl on Autumn – early years

Story 'Prickly Pig'.

**Wednesday** – PE ball skills.

**Thursday & Friday** - Colour mixing. Making Hedgehogs (see twinkl). Number pegs on hedgehogs

– counting to and back -20 recog no.s/one to one correspondence. Challenge top group – Counting on 1 or 2 places from given number using number line.

### **Week 2**

**Afternoon activities** - Clay hedgehogs

**Monday** – News writing. Go outside on field to find sticks and make Clay hedgehogs (to be continued throughout week)

**Tuesday** – 'Prickly Pig' writing. Write one fact about hedgehogs after looking at power point. Continue clay hedgehogs.

**Wednesday** – PE ball skills. Guided reading. ID fine motor skills. Continue clay hedgehogs & make hedgehogs using other materials and join together.

**Thursday & Friday** – Number knowledge – one more and one less - recog. Twinkl powerpoint 'What can I see?' Changing seasons. Tuff spot Autumn materials with magnifying glasses looking at similarities and differences. Autumn leaf printing on material - autumn colours.

### **Week 3**

**Afternoon activities** – Create night pictures Van Gogh

**Monday** – News writing. Introduce Night time. Owl Babies story.

**Tuesday** – Owl babies power of reading & art activities

**Wednesday** – PE ball skills & balancing. Guided reading. ID fine motor skills.

**Owl about Art Wednesday 16<sup>th</sup> Nov 10-12. Children create puppet owls using socks**

**Thursday & Friday** – Recognition and ordering numbers/ adding 1 or 2 more and recording Conservation of number. Problem solving HA.

Nocturnal animals. Art activities Owls.

### **Week 4**

**Afternoon activities** – Act out story of Owl Babies in groups

**Monday** – News writing

**Tuesday** – Story map of Owl Babies. Outside on field – make house for Owls and consider joining outside. Box of string, tags, scissors, sellotape.

**Wednesday** – PE dance to four seasons Autumn. Guided reading. Drama acting out

**Thursday & Friday** – One less. Taking away and recoding ICT record each other singing or saying rhyme 'Five little leaves'. Visit library.

### **Week 5**

**Afternoon activities** – Make dream catchers & discuss bedtime.

**Monday** – News writing

**Tuesday** – Bedtime for Monsters & activities. Order numbers to 10/20.

**Wednesday** – PE Movement to music & guided reading

**Thursday & Friday** – . Sentence reading and writing. Whole class reading Shapes in our environment – sorting 3D/2D shapes – Making a shape monster and describing its features -counting to and back -20 recog no.s/one to one correspondence. Challenge top group – problem solving using numbers to 10.

### **Week 6**

**Afternoon activities** – Comparing pictures/objects and look at similarities and differences.

**Monday** – News writing

**Tuesday** – Bedtime for Monsters & art activities. Repeating numbers forwards and backwards to 20.

**Wednesday** – PE Movement to music & guided reading

**Thursday & Friday** – Shape – 2/3D. – describing Christmas shapes – decorating xmas tree with different shapes Knowledge and Understanding – similarities and differences.

### **Week 7 & 8**

**Christmas**

### **Additional resources required**

### **Additional comments on planned specific opportunities/scaffolding of learning for particular individuals or groups of children**

**PP children** – WF during assembly x every day

**Fine motor skill group** – WF/CT during story x 2 times/week

**Vulnerable groups- Understandin-** small group stories – WF/CT x 2 times/week