

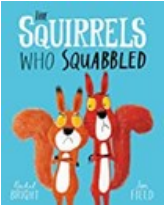
Feniscowles Primary School EYFS Medium Term Planning

Autumn 1—Magnificent me!

Prime

Physical Development
Gross Motor Skills/Fine Motor Skills
P.E Passport, Space —Children will travel in a variety of ways for example jumping, jogging, galloping, skipping, hopping. Children will learn to roll in different ways. Children will adjust speed and direction to avoid obstacles.
PE Passport: Minibeasts
Children will perform the basic skill of jumping. Children will travel over, under and through climbing equipment.
Fundamental Moving Skills: Jump for distance, Underarm throw, Running Fast, Catching, Rolling an object, Travel under and through apparatus, Running Fast, Hopping, Catching, Push an object, Balance on apparatus, Jump off apparatus , Walking slowly, Walking quickly, Jogging, Running , Walking backwards, Egg roll, Pencil roll, Teddy bear roll, Forwards roll, Rock and roll , Travel on hands and feet, Travel over and under climbing equipment, Push a ball, Balancing on small and large body parts.
Write Dance : Volcano, Circles and Eights, Zig Zags and Squares. ELG:Gross Motor Skills.
DT 2) Cutting and Scissor Skills: Pupils will practise and develop their scissor (and fine motor) skills by investigating how easy or difficult it is to cut and shape different materials (cooked pasta, bubble wrap, deathers, tinfoil ect) using a variety of scissor types (right, left-handed, squeeze and craft zigzag and scalloped). ELG: Fine Motor Skills:
EAD (weeks 1-6) —Children will begin to show accuracy and care when drawing.
DT 6) Temporary joins — Children will be able to join two materials together to make something new and distinguish whether the join is temporary or permanent. (Velcro, paper clips, glue, stapler, treasury tags, stickle bricks, cubes).

Personal, Social and Emotional Development
Self– Regulation Managing-Self Building Relationships
Jigsaw: Being me in my world
Key Vocabulary: Safe, Special, Calm , Rights, Responsibilities, Gentle, Feelings, Rewards , Proud, Consequences , Belonging.
Piece 1 Who...Me?
Children will understand how it feels to belong and that we are similar and different.
Piece 2 How am I feeling today?
Children will begin to recognise and manage their feelings.
Piece 3 Being at School
Children will learn to work together and consider other people’s feelings.
Piece 4 Gentle Hands
Children will understand why it is good to be kind and use gently hands.
Piece 5 Our Rights
Children will understand their own rights and how this means that everyone is allowed to learn and play.
Piece 6 Our Responsibilities
Children will learn what being responsible means.
DT 3) Choosing resources: Children will create collaboratively, share resources, skills and ideas to develop a class-based junk model. Children will be able to join 2 materials together. Children will learn to listen to friends ideas and work collaboratively.



The Squirrels Who Squabbled

Rachel Bright



We are going on a Bear Hunt

Michael Rosen



We are family

Patricia Hegarty

Communication and Language
Listening, Attention and Understanding/ Speaking
DT 5) Evaluation and presentation - Children will discuss and evaluate their finished model and present it to the rest of the class. Children will be able to talk about the processes they have used , identify problems with their model and make simple suggestions about how they might solve them. Children will compare their finished model to the plan they had in mind, saying whether it is the same or not.
DT 3) Choosing resources: Children will create collaboratively, share resources, skills and ideas to develop a class-based junk model. Children will be able to join 2 materials together. Children will learn to listen to friends ideas and work collaboratively.
Charanga : Children will listen and respond to different styles of music Children will Learn to sing the following nursery rhymes : Pat-a-cake, 1, 2, 3, 4, 5 Once I Caught a Fish Alive, This Old Man, Five Little Ducks.
Children will listen attentively to stories and join in with repeated refrains.
Children will recognise and understand key vocabulary within the story ‘We are Family- Hegarty’ - Family, Similar, Different, Special, Skin Colour, Brother, Sister, Grandma, Grandad,.
Children will be able to confidently tell their peers who is in their family (Linked to Literacy. We are Family, Hegarty)
Children will be able to discuss their favourite story with an adult focusing on the beginning, middle and end.
Children will talk about their positive qualities and why they are unique and special.
Children will be able to talk about the changes that happen in Autumn.
Children will know how to express feelings such as happy, sad, worried, and nervous.
Children will know that everyone is different and unique.
Children will know that rhyming words are two words that sound the same.
Children will know that a cauldron is a large metal pot with a lid and handle,

Maths
Number / Numerical Patterns
1)Numbers to 5—Children will learn to count reliably to 5 and recognise the numerals 1, 2, 3, 4 and 5. They will begin to recognise different representations of numbers up to 5, such as those shown in a five frame and on dice, and to understand that even if the order or arrangement changes, the number stays the same.
<u>ELG— Number Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5.</u>
<i>Vocabulary</i>
<div><div><div>•1, 2, 3, 4, 5, one, two, three, four, five, number</div><div>•count, count forwards, count backwards</div><div>•how many, total, altogether</div><div>•five frame, cube</div><div>•same, different</div><div>•next, after, arrange</div></div></div>
2) Comparing groups within 5 — Children will compare two groups of objects and correctly identify which has more, fewer or whether they have the same amount, using matching, representing and subitising strategies.
<u>ELG—Number- Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5.</u>
<i>Vocabulary</i>
<div><div><div>•one, two, three, four, five</div><div>•more, fewer, same, different, every</div><div>•count, represent, match, sort, compare</div><div>•equal, less than, fewer than, greater than, more than, equal amount</div></div></div>
3) Shape (2D and 3D Shape) –. Children will be introduced to shapes and their properties with a focus on rolling and stacking with 3D shapes and viewing 2D shapes in different orientations .
<u>DM— Numerical patterns -Select, rotate and manipulate shapes in order to develop spatial reasoning.</u>
<i>Vocabulary</i>
<div><div><div>•roll, stack, push, curved, straight, round,</div><div>•corners, face, edge, sides</div><div>•square, rectangle, circle, triangle</div><div>•sphere, cube, cuboid, cylinder, cone</div><div>•big, little, flat, like a box, like a can, slides, pointy</div><div>•odd one out, same, difference, different properties, characteristics</div></div></div>

Literacy
<i>Key Texts : We are all welcome– Penfold/ We are Family- Hegarty/ Super Duper You - So-phy Henn/ The Squirrels Who Squabbled— Rachel Bright</i>
Comprehension
Children will know what an Author and an illustrator is.
Children will recognise that stories have a beginning, a middle and an end.
Children will recognise and understand key vocabulary within the story ‘We are Family- Hegarty’ - Family, Similar, Different, Special, Skin Colour, Brother, Sister, Grandma, Grandad,.
Children will be able to discuss their favour-ite story with an adult focusing on the begin-ning, middle and end.
Children will be able to confidently re-tell the key events of the Squirrels Who Squabbled by Rachel Bright ie– the journey of the nut
Children will know the meaning of the key vocabulary within the story: <i>Slumbering Bear, Cliff, Squabble.</i>
Word Reading
Children will be able to recognise their name.
Children will read the following graphemes by saying the phonemes for them: s a t p i n m d g o c k k e u r h b f l
Children will read the following tricky words: is, I, the.
Children will begin to read CVC words containing known GPC’s.
Writing
Children will be able to write their first name.
Children will begin to write initial sounds in words.
Children will be able to give meaning to the marks they make relating to who is in their family.
Children will be able to write simple lables in relation to the bear hunt story using the previously taught graphemes ie- ‘grass
Kapow (Weeks 1-6)

Magnificent Me! Autumn 1 Specific

Understanding the World
Past and Present, People and Communities, The Natural World.
Past and Present (History):
Children will be able to discuss physical changes since that have happened since they were a ba-by for example: “ When I was a baby I could crawl, now I can walk. When I was a baby I had short hair, now I have long hair”
Children will be able to understand and order the vocabulary: Baby, Toddler, Child, Teenager, Adult. <i>Vocabulary: Baby, Toddler, Child, Teenager, Adult, Grandmother, Grandfather, Mum, Dad, Young, Old.</i>
The Natural World (Science)
Key Text <i>(The Squirrels who Squabbled)</i>
Children will know harvest means to collect what has been planted and grown in the ground.
Children will know that hibernation means to sleep through the winter
Children will be able to identify 5 animals that hibernate: bees, hedgehogs, bears, bats, squirrels.
People and Communities (Geography):
<div><div><div>•Children will know what a map is and why is used.</div><div>•Children will know that they live in a town called Blackburn.</div><div>•Children will know that in Feniscowles there is a Playground : Fení Recreation, Church, School and a Post Office.</div><div>•<i>Vocabulary: Map, Blackburn, Feniscowles, Post Office, School, Play Ground.</i></div></div></div>
People and Communities (R.E):
R.E: Diwali (Subject to change between Autumn 1/2 due to dates that Diwali falls)
<div><div><div>•Children will recognise that people have different beliefs.</div><div>•Children will know that Diwali is a Festival of light.</div><div>•Children will know that Hindu’s celebrate Diwali.</div></div></div>
<i>R.E Syllabus—What stories are special and why?</i>
The Natural World (Geography)
<div><div><div>•Children will know that the weather changes when a new season comes around.</div><div>•Children will know that there is 4 seasons : Summer, Autumn, Winter, Spring.</div><div>•Children will be able to make comments on the weather using the vocabulary: <i>Sunny, Rainy, Cloudy, Snowy.</i></div></div></div>
Technology (Maths/Literacy/COEL Links)
Computer Systems and Networks
Computing 1) Children will learn what a keyboard is and how to locate relevant keys. <i>Key vocabulary: Computer, Com-puter tower, Monitor, Keyboard, Mouse</i>
Computing 2) Children will learn to log in and log out of the computer with support. <i>Key Vocabulary: Computer, Moni-tor, Keyboard, Mouse, Log in, Log out</i>
Computer 3) Children will learn what a computer mouse is and develop control when using a mouse. <i>Key Vocabulary: Computer, Monitor, Keyboard, Mouse, Log in, Log out</i>
Computing 4) Children will develop basic mouse skills such as moving and clicking using a simple online paint tool. <i>Key Vocabulary: Computer, Monitor, Keyboard, Mouse, Log in, Log out , Left click, Right click, Arrow, Cursor, Paint, Stamp</i>
Computing 5) Children will learn to click and drag when using the mouse. <i>Key vocabulary: Computer, Monitor, Key-board, Mouse, Log in, Log out, Left click, Right click, Arrow, Cursor, Click, Drag , Move, Drop.</i>

Expressive Arts and Design
Creating with Materials/Being Imaginative and Expressive
Mark Making with Wax Crayons: Children will explore making marks with wax crayons. Children will investigate the marks and patterns made by different textures. Children identify different textures and talk about how they affect the patterns/rubbings made. <u>ELG: Creating with materials: Safely use and explore a variety of mate-rials, tools and techniques, experimenting with colour, design, texture, form and function.</u> <i>Vocabulary- Long, short, thick, thin. Straight, wavy, curved, squiggly, line, mark, drawing, rubbing, texture, pattern, feeling, rough, smooth, bumpy, soft, ridged, hard.</i>
Mark Making with felt tips: Children will know how to make long, zig-zag, round and squiggly marks with felt tips. <u>ELG: Creating with materi-als</u> <i>Vocabulary -Long, short, straight, wavy, curved, squiggly, zig zag, line, circle, mark, drawing</i>
Mark making with Chalk: Children will know how to make controlled large and small movements to make marks with chalk. Children will Mark making outdoors with chalk, practising creating patterns in a new medium and identify similarities and differences between the drawing tools used. <u>ELG: Creating with materials</u> <i>Vocabulary- wax crayons, felt tips, chalk, drawings, mark making, me-dium</i>
Observational pencil drawings: Children will learn how to create a simple observational drawing of flowers using pencils. <u>ELG: Creating with materials</u> <i>Vocabulary: Pencils, drawing. Observe, observational drawing, mark making</i>
Drawing Faces: Children will learn how to create a simple observa-tional of their own face. <u>ELG: Creating with materials</u> <i>Vocabulary: pencils, drawing, observe, observational drawing, mark making, self-portrait, face, eyes, ears, nose, hair</i>
Drawing faces with colour : Children will learn how colour is used by artists, applying what they have practised when drawing from observa-tion and creating a colourful self-portrait. <u>ELG: Creating with materials</u> <i>Vocabulary: artist, self-portrait, drawing, observe, observational draw-ing, mark making, colours, wax crayon, oil pastel, paint, pencils, face, eyes, ears, nose, hair</i>
DT 1) Exploring Junk Modelling: Children will know the names and use of various craft tools and materials: <i>scissors, Sellotape, masking tape, glue, string, ribbon, split pin, treasury tags, paper, wool, fabric, junk modelling.</i> Children will explore these materials when junk modelling.
DT 4) Making Models : Children will verbally plan and create a junk model. Children will develop their own unique junk model plan, which includes which tools, materials and components.
Charanga: Me! Musical learning focus. <i>Autumn 1 & 2 : Following 1. Listen and Respond 2. Explore and Create using voices 3. Sing - Learn to Sing the Song 4. Share and Perform</i> <div><div><div>•Children will listen and respond to different styles of music</div><div>•Children will Learn to sing the following nursery rhymes : Pat-a-cake, 1, 2, 3, 4, 5 Once I Caught a Fish Alive, This Old Man, Five Little Ducks.</div><div>•Children will learn to improvise leading to playing classroom in-strument.</div></div></div>