

# Feniscowles Primary School Medium Term Planning EYFS Autumn 2

## Seasons and what do we celebrate? : Knowledge and Skills Prime Areas

### Physical Development

#### Gross Motor Skills/Fine Motor Skills

##### **PE Passport: Jack and the Beanstalk**

Children will experiment with different ways of moving.

Children will use increasing control over an object by touching, pushing, patting, throwing, or catching.

Children will move with control and co-ordination.

Children will use a range of small and large equipment.

##### **Fundamental Movement Skills**

Running, Underarm throw, Jumping for distance, Travel on hands and feet, Running, Catching, Hopping, Jumping and landing, Rolling a ball, Balance

Rolling – egg roll, rock and roll, Underarm throw (rolling)

##### **PE Passport: Rumble in the Jungle**

Children will travel on hands and feet.

Children will experiment with different ways of moving.

##### **Fundamental Movement Skills**

Underarm throw, Running fast, skipping, Jumping for distance, Rock and Roll, Teddy roll, Pencil roll, Forward roll, underarm throw, overarm, throw, Travel on hands and feet, Rolling a ball, One leg balance, Balancing on small and large body parts.

**DT 4) Knife Skills**—Children will know how to use a knife safely following the knife safety rules.

*Vocabulary: safety, knife, blade, sharp, tool,*

### Personal, Social and Emotional Development

Self-Regulation    Managing-Self    Building Relationships

#### **Puzzle 2 Celebrating Difference**

##### **Piece 1 What am I good at?**

Children will identify something they are good at and understand that everyone is good at different things. Children will understand that being different makes

##### **Piece 2 I'm Special, I'm Me!**

Children will know that we are all different but the same in some ways.

##### **Piece 3 Families**

Children will know that we are all different but the same in some ways.

##### **Piece 4 Houses and Homes**

Children will talk about why they think their home is special to them.

##### **Piece 5 Making Friends**

Children will talk about how to be a kind friend.

Develop a sense of responsibility and understand that they are members of a community.

##### **Piece 6 Standing Up For Yourself**

Children will know which words to use to stand up for themselves when someone says or does something unkind.

**EAD 6) Group Art-** Children will create collaboratively, share resources, skills and ideas to develop a large piece of group artwork based around fireworks. Children will be able to talk about their work and how they achieved certain effects.

**Vocabulary:** flick, splat, dot, dab, stroke, swish, splatter, glide, wipe.

### Communication and Language

#### *Listening, Attention and Understanding*

Children will be able to sing from memory 3 nursery rhymes—Twinkle Twinkle, Pat a cake, Wheels on the bus (Charanga)

Children will listen to and talk about stories to build familiarity and understanding

Children will follow more complex instructions ie “Put your coat on your hook, get your water bottle and book-bag and come and sit on the carpet”.

Children will listen in larger group or whole school activity, such as assembly, recalling some of the themes and comments at a later stage.

#### *Speaking*

- Children will be able to change the end of a story verbally using small world resources.
- Children will learn to retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Children will ask questions to find out more and to check they understand what has been said to them.
- Children will use talk to help work out problems and organise thinking and activities, and explain how things work and why things happen.
- Children will be involved in conversations and use new vocabulary in context.
- Children will use talk to support their imaginative play.
- Children will describe events in detail and be encouraged to use full sentences when they speak.
- Children will be able to talk about special celebrations such as Diwali and Christmas.
- Children will be able to name 4 woodland animals, badger, mole, squirrel and hedgehog.
- Children will be able to describe the changes in Winter and use vocabulary such as cold, snow, ice.
- Children will be able to talk about what we wear in Winter such as hat, scarf, gloves, boots, warm coat.

**Technology** (Links with Listening, Attention and Understanding and PSED)

#### Programming

**Computing 1)** Children will be able to respond to and follow more than one instruction when given at the same time ie— If you have brown hair, stand up and clap.

*Key Vocabulary: Instructions*

**Computing 2)** Children will be able to give simple instructions using appropriate vocabulary and positional language. Children will be able to follow instructions as part of practical activities and games (Obstacle Course)

*Key Vocabulary: Blindfold, Step over, Walk around, Turn, Left, Right, To the side, Straight on, Stand still, Stop, Duck, Under, Bend down, Walk, Hop, Tiptoe, Shuffle, Skip, Run*

**Computing 3)** Children will be able to use appropriate and relevant vocabulary as they give a two part instructions. (Dressing up game)  
*Key Vocabulary: Timer, Instructions, Two-part instructions*

**Computing 4)** Children will recognise that debug means to identify and remove errors. Children will learn to debug when things go wrong.

*Key Vocabulary: Instructions, Timer, Describe, Two-part instructions, Algorithm*

**Computing 5)** Children will learn that an algorithm is a set of instructions to carry out a task, in a specific order.

*Key Vocabulary: Instructions, Order, Sequence, Algorithm, Predict, Prediction*

Pumpkin Soup - Cooper



Diwali – Acorn pub.



The Grumpy Badger -

Bright & Chapman



The Nativity – Guillian & Grainger



## Maths

### Number

**(2)Number bonds within 5**—Children will use the part whole model to represent number bonds up to 5. *(Elg—Deep understanding of number to 10 including the composition of each number. Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.)*

#### Vocabulary

- One, two, three, four , five
- Part, whole, part whole model
- How many, count, counting, more than.
- Same Different.

#### Numerical Patterns

**(1) Change within 5** –Children will identity 1 more and 1 less than numbers up to 5. *(ElG—Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.)*

#### Vocabulary

- One, two, three, four, five.*
- None, zero*
- Count, forwards, backwards, how many.*
- First, then, now*
- One less, one more, fewer, take away, add, altogether*

**(3) Space** - Children will discover the characteristics and attributes of shapes through play. Children will focus on rolling and stacking of 3D shapes and viewing 2D shapes in different orientations.

#### Vocabulary—

- Roll, stack, push, curved, straight, round.*
- corners, face, edge, sides.*
- Square, rectangle, circle, triangle*
- Sphere, cube, cuboid, cylinder, cone.*

*(DM—Select Rotate and manipulate shapes*

## Seasons and what do we celebrate? : Specific Areas

### Literacy

#### Comprehension

- Children will recognise and understand what ‘non-fiction and fiction text’ means.
- Children will be able to recognise key features of a text ie– Title, illustrations, author, blurb.
- Children will be able to make their own predictions regarding what might happen next within the story.
- Children will be able to change the end of a story verbally using small world resources.
- Children will retell or make up their own stories using vocabulary that has been learnt.
- Children will identify non fiction texts and remember some facts.

#### Word Reading

Children will recap the following graphemes by saying the phonemes for them: s a t p i n m d g o c k c k e u r h b f l

Children will read the following graphemes by saying the phonemes for them: ff ll ss j v w x y z z qu sh th ng nk

words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags)

Children will recap the following tricky words: is, I, the.

Children will read the following tricky words: as and has his her go no to into he of we me be

Children will continue to read CVC words containing known GPC’s and begin to read simple phrases and sentences.

#### Writing

Children will be able to write their full name using correct letter formation.

Children will write initial sounds in words.

Children will be able write simple CVC words containing the graphemes they know.

Children will be able to write simple CVC words that rhyme using the graphemes that they know ie– rat, bat, cat

Children will be able to write a simple sentence using starters “He has a...” (red hat)

### Understanding the World

#### Creating with Materials/Being Imaginative and Expressive

##### The Natural World (Science)

**/ DT 1) Fantastic Fruits and Vegetables:** Children will be able identify 5 fruits and 5 vegetables and discuss the differences and similarities between them. Children will use adjectives to describe how the fruits and vegetables look, feel, smell and taste. Vocabulary: *seeds, roots, leaves, stem, plant, flower, bud, juicy, sweet, sour, dry, wet, bitter, chewy, watery.*

**DT 2) Pumpkin Soup** : Children will explore the interior and exterior of a pumpkin and will know how to describe it using their five senses. Children will know that a pumpkin comes from the ground. Vocabulary: *pumpkin, heavy, bumpy, rough, smooth, hard, spiky, big, huge, orange, soft, seedy, squashy, stringy, wet, slimy, squeelchy, hollow.*

**DT 3) Designing soup:** Children will use their knowledge of fruit and vegetables to develop a soup recipe of their own. Children will recognise , understand and discuss the importance of healthy food choice and be able to distinguish between healthy and unhealthy foods. Vocabulary: *Soup, creamy, sweet, sour, dry, wet, bitter, watery, carrot, sweetcorn, garlic, onion, potato, leek, spinach, peas, pumpkin, butternut squash, broccoli.*

**DT 5) Making the Soup** : Children will be able to use a knife to prepare the vegetables. Children will use their 5 senses to describe the soup. Children will be able to verbally evaluate their recipe (I liked/I disliked/ I would change) . Children will be able to discuss the process of the ingredients changing from a solid to a liquid. (Boiling) Vocabulary: *Boiling, Solid, Liquid, saucepan, blender, knife, chopping board, hob, boil, blend, mix, soup, creamy, sweet, sour, dry, wet, watery, delicious.*

Collins: **Our Changing World, the local environment:** What is the Weather like today? Children will be able to describe the observations of the weather they have made on a winter day using the key vocabulary. Children will be able to describe what they can see, what they can hear and feel. Children will be able to compare features of the weather on two different days and see patterns between weather features. (Once a week) Key vocabulary: *cold, freeze, frozen, season, temperature, weather, e.g. cloud/y, rain/y, snow/y, fog/gy, wind/y, storm/y winter*

**Remembrance** : *Children will recognise:*

- A war happened a long time ago
- A war is a large battle.
- That a soldier is a person who serves in an army.
- That a poppy represents people who have fought and died in the war.
- England and Germany fought against each other.
- That a football game between England and Germany happened on Christmas Day..
- An Air Raid shelter is used for protection
- In Feniscowles we have a war memorial statue (Local Walk) .

Vocabulary: *Soldier, War, Army, Poppy, Air Raid Shelter, War, Battle, England, Germany, Past.*

**Past and Present (Bonfire night)** :

Children will know that Bonfire night happens every year in November.

Children will know how Bonfire night is celebrated: Fireworks, Bonfires, Special Food ie: toffee apples and treacle toffee, Sparklers.

Children will know how to stay safe on Bonfire night.

Vocabulary: *Bonfire night, fireworks, sparklers, fire, toffee apple, treacle toffee, November, safety.*

**People and Communities (Geography):**

- Children will be able to retell a set of instructions verbally to get from one place to another i.e.–The carpet to the rainbow room.
- Children will be able to represent a short journey from the carpet to the rainbow room using concrete objects.
- Children will be able to locate key locations within the school ie: classroom, toilets, hall, playground.

Vocabulary: *Instructions, Journey, forwards, backwards, side, classroom, toilets, hall, playground.*

**People and Communities (R.E)**

- Children will know that Christians believed that the Nativity is an event happened a long time ago. Children will recognise key characters from the Nativity Story: *Mary, Joseph, Baby Jesus*
- Children will know that a stable is a building where animals are kept.
- Children will know that a manger is used to hold food for animals. Children will recognise that Baby Jesus was placed in a manger when he was born.
- Children will recognise that Christmas is a Christian celebration.
- Children will know some ways in which Christians may celebrate Christmas ie: Party, Church, Food, Family time, presents, decorations.

Vocabulary: *Christian, Christmas, Celebration, Nativity, Mary, Joseph, Jesus, Innkeeper, Animals, presents.*

## Expressive Arts and Design

#### Creating with Materials/ Being Imaginative and Expressive

**EAD 1) Finger Painting** —Children will be able to explore paint through finger painting and describe the texture and colours as they paint. Children will be able talk about their work and decide whether it is abstract or figurative. Vocabulary: *silky, smooth, slippery, slimy, wet, glossy, glistening, shiny, sticky, squeelchy, glide, wipe, dot, dab, red, green, yellow, blue.*

**EAD 2) Outdoor Painting**– Children will be able to use natural objects to make their own paintbrush. Children will describe what they think about their paintbrush and identify any problems they may have. Children will be able to experiment with making different textures and consistencies of mud paint and discuss differences between an abstract and a figurative piece of art.

**EAD 3) Painting to Music**— Children will be able To respond to music through the medium of paint and use paint to express ideas and feelings. Children will be able to identify different areas of their work influenced by different sections of the music. Vocabulary: *sad, happy, excited, worried, sleepy, tempo, fast, slow, dynamic, loud, quiet.*

**EAD 4) Collage and transient art**-Children will be able to pupils use tools appropriately to cut and stick mixed media when creating a child led collage. Children will be able to make considered selections when creating a piece of transient art using loose parts. Vocabulary: *transient art, collage, fixed, not fixed, permanent, temporary.*

**EAD 5) Landscape Collage:** Children will use tools appropriately, including scissors and glue spreaders, to cut, tear, overlap and stick magazine pieces to create their collages inspired by Megan Coyle. Vocabulary: *collage, landscape, Megan Coyle, rip, tear, cut, stick.*

**DT 6) Designing Soup Packaging**—Children will be able to identify various elements on real life each packages ie– name of product, images, ingredients, barcode. Children will be able to design their own soup packaging including one or more of the elements discussed. Vocabulary: *tin, carton, pouch, lidded cup, barcode Ingredients, cardboard, metal, plastic, recyclable, reusable*

*DT Seasonal) Autumnal Wreaths:* Children will be able to use their own creativity to compose and create an autumn wreath using natural found objects: leaves, sticks, twigs, pinecones, conkers.

Children will experiment with different ways to join materials: pva glue, wool, string, thread, tape and make a decision about which join would be the most effective. Vocab: *Berries, Conkers, Acorns, Pinecones, Frost, Piles of leaves, Red, orange, yellow and brown leaves, Squirrels.*