

**Assessment:**

See weekly plans for specific assessments linked to Aspects.

**Questioning:** During guided learning.

**Outcome:** Have they met the objectives? Record on sheet.

**On the spot/Observations:** Record appropriate & planned observations on post it notes/tracker sheets.

**Peer/Self:** What was good about their work? What would make it even better? Mark own work.

# EYFS Medium Term Planning Autumn 2—Let's Celebrate

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<p>1 24/10/22 Diwali and Halloween</p> <p>Witchery Sticks and Magic Buttons</p> <p>Go to Diwali Assembly- 24<sup>th</sup></p>	<p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, and showing respect, treating one another fairly whilst also working together etc.</p> <p><b>Managing Self</b> Promoting independence, hanging up/ fastening own coat, going to the toilet and getting dressed for PE.</p> <p><b>Building relationships</b> Discovering about differences/Anti-bullying: Little Rabbit Foo Foo.</p> <p>Friendships and what makes a good friend. How we should treat others with respect—building constructive relationships.</p> <p><b>Diwali Day on Friday 29th October</b></p> <p><b>Circle Time</b> What makes us cry? Littlepotomus cries when he is lost ... How can we help Littlepotomus?</p> <p>Some people may find Halloween scary and upsetting. Should we get upset at it?</p>	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b> Access to outdoor play and games; using the Wilko, children to visit Forest School— encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b> Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Gymnastics- Apparatus. Lesson 1-</b> Rules and expectations when using apparatus. Setting out equipment and helping to put it away safely. <b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills— Starting phase 2 sounds.</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings.</p> <p><b>Speaking</b> Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Targeted questioning to children. Modelled articulation of thoughts using connectives.</p> <p>Use a wide range of communication, speaking and listening props such as puppets, masks, small world characters and recording devices.</p> <p><b>STEM opportunities</b> to promote conversations.</p> <p>Stories to read: Witchery Sticks and Magic Buttons Room on the Broom Funny Bones Meg and Mog</p> <p>Vocabulary: Senses, festivals, friendship, celebrations, rules, diwa, stories, Hanukkah, charity, Diwali, mendi, menorah</p> <p>Saying words in Gujarati/Hindu.</p> <p>Role-play area- Set up the new play corner based on a wizard and witches laboratory. Children to have access to herbs to make brews.</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Level 2 e, u, r. Introduction of first digraph.</p> <p><b>Writing—</b> If I had a magic button I would...</p> <p>Writing a potion pretending to be a witch/wizard in the role play.</p> <p>Explore mark making opportunities— developing FMS.</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p><b>White rose maths—</b> Recognise 2 Identify the quantity 2 Know that 2 is 1 more than 1 Know that 1 + 1 is 2 (double 1) Know that 2-1 is 1 Recognise a 2p coin – understand it is equivalent to 2 x 1ps Find 2 on the clock Be able to continue 2 step repeating patterns Subitise 2. Be able to hold up correct number of fingers without counting. 2 and not 2- equal to 2, more than 2 or fewer than 2 Introduce addition symbol</p> <p><b>Numberblocks- S1 Episodes 2 (Another One) and NCETM ppt</b> <b>Numberblocks- S1 Episodes 3 (Two) and NCETM ppt</b></p> <p><b>Prompts:</b> Different images and representations of 2 Make a deliberate mistake with pattern- what's wrong? How can we fix it? Introduce addition symbol and body sign 1 +1 = 2, double 1 equals 2</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Counting beyond 10. Explore repeating patterns. Sorting objects based on pattern and colour. Ordering.</p>	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present</b> Talk about families and begin to develop an understanding of similarities and differences. Sharing stories with a variety of different characters, discuss differences.</p> <p><b>People, Culture and Communities</b> Underpinned in big topic of Let's Celebrate. Learn about different communities. Talk about how babies are welcomed into a religion. Recognise that different people have different beliefs. Recognise that people go to different sacred places. Learn about different festivals that are celebrated around the world. Talk about some religious stories and words.</p> <p><b>The Natural World</b> Sorting autumnal objects.</p> <p>Experimenting with light and dark- making a dark den for the witch's spells- read the story of Room on the Broom.</p> <p>Making potions.</p>	<p><b>Creating with Materials.:</b> Introduce new items to the Creative Area &amp; how to use them.</p> <p>Making pumpkin hats in preparation for Halloween. Carving pumpkins Creating Halloween pictures.</p> <p>Poppy art. Make designs linked to termly topic. Create collaboratively and share ideas during all learning. Explore and use a variety of artistic techniques. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b> Set up the new play corner based on a wizard and witches laboratory. Children to have access to herbs to make brews.</p> <p>Christmas Show rehearsals- Explore and engage in music making and dance, performing solo or in groups.</p>
	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria
	Key Vocabulary: hygiene, healthy, relationships, consent, friendships, festivals, culture, similarities, differences and respect.	Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton, star, pike, straight, tucked.	Key Vocabulary: school, routines, resilience, values, positivity, festivals, friendships, celebrations, and rules.	Key Vocabulary: phonemes, graphemes, finger spaces, full stops, Talk 4, writing, imitate, letter shapes, names, sitting on the line, letter formation, aspirations, captions.	Key Vocabulary: subitising, 2d shapes, counting, Numicon, fluency, 10 frame, relationships, compare, number bonds, composition.	Key Vocabulary: autumn, trees, flora, safety, similarities, differences, cultures, families, festivals, senses, religion.	Key Vocabulary: imagination, roles, techniques, creativity, skills, tools, music, instrument, movement, performing, solo, groups.

**Assessment:**

See weekly plans for specific assessments linked to Aspects.

**Questioning:** During guided learning.

**Outcome:** Have they met the objectives? Record on sheet.

**On the spot/Observations:** Record appropriate & planned observations on post it notes/tracker sheets.

**Peer/Self:** What was good about their work? What would make it even better? Mark own work.

# EYFS Medium Term Planning Autumn 2—Let's Celebrate

<p>2 31/10/22 Bonfire Night</p>	<p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p><b>Managing Self</b> Promoting independence, hanging up/ fastening own coat, going to the toilet and getting dressed for PE.</p> <p><b>Building relationships</b> Discovering about differences/Anti-bullying: Little Rabbit Foo Foo.</p> <p>Friendships and what makes a good friend. How we should treat others with respect—building constructive relationships.</p> <p><b>Circle Time</b> Bonfire parties/safety/keeping safe. Primary Focus on keeping safe. How would it feel to be blind &amp; not see fireworks?</p> <p><b>RE:</b> Link fireworks to other light festivals e.g. Diwali (previous week).</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b> Access to outdoor play and games; using the Wilko, children to visit Forest School— encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b> Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Gymnastics-Apparatus. Lesson 2-</b> Stretching and Curling.</p> <p><b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills—Starting phase 2 sounds.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings.</p> <p><b>Speaking</b> Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Targeted questioning to children. Modelled articulation of thoughts using connectives.</p> <p>Use a wide range of communication, speaking and listening props such as puppets, masks, small world characters and recording devices.</p> <p><b>STEM opportunities to promote conversations.</b></p> <p>Stories to read: Hovis the hedgehog Remember, remember the 5<sup>th</sup> of November It was a cold dark night Guy Fawkes (non-fiction)</p> <p>Vocabulary: Senses, festivals, friendship, celebrations, rules, diwa, stories, Hanukkah, charity, Diwali, mendi, menorah</p> <p><b>Role-play area:</b> Bonfire Night stall.</p> <p>Setting up and getting ready to go to a bonfire. What clothes do we need to wear? Where should we put the pets? Creating fireworks to put in the role play. Creating a night sky.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Level 2 h b, l</p> <p>Writing Describing Words As a class go on an imaginative journey from preparing for bonfire night to travelling there.</p> <p>Using the 5 senses create describing words about our experience. What did you see? What did you hear? Did you eat anything, what did it taste like?</p> <p><b>Writing-</b> Write describing words based on the children imaginative journey to watch the fireworks.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p><b>White rose maths—</b> Recognise 3 Identify the quantity 3 (the threeness of 3) Know that 3 is 1 more than 2, Know that 3 is 2 more than 1, Know that 1 + 2 (or 2+1) is 3, Know that 3-1 is 2 and 3-2 is 1 Find 3 on the clock Understand number conservation-- However you arrange the three objects, there are still 3 Introduce different triangles Subitise 3. Be able to hold up correct number of fingers without counting. Know 3 is made of 2 and 1 or 1+1+1 Know that 2 is 1 less than 3, 1 is 1 less than 2 Count out 3 objects from a larger set. Use a 5 frame and recognise how many spaces there are when it contains 3 objects. Recognise which arrangements of objects contain a group of 3.</p> <p>Numberblocks- S1 Episodes 5 (One, Two, Three!) and NCETM ppt</p> <p><b>Prompts:</b> Different images and representations of 3. Equal to three/more than three/fewer than three</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count to 3 – forwards and backwards</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present</b> Talk about families and begin to develop an understanding of similarities and differences. Sharing stories with a variety of different characters, discuss differences.</p> <p><b>People, Culture and Communities</b> Underpinned in big topic of Termy topic. Learn about different communities. Talk about how babies are welcomed into a religion. Recognise that different people have different beliefs. Recognise that people go to different sacred places. Learn about different festivals that are celebrated around the world. Talk about some religious stories and words.</p> <p><b>The Natural World</b> Read the story Hovis the Hedgehog and discuss nocturnal animals.</p> <p>Building pretend fire for role play at forest school.</p> <p>Making potions.</p> <p><b>Technology:</b> Design their own Catherine Wheel using 2simple programme.</p> <p>-Watch the Video clip- <a href="http://www.bbc.co.uk/cbeebies/lets-celebrate/watch/lets-celebrate-diwali">http://www.bbc.co.uk/cbeebies/lets-celebrate/watch/lets-celebrate-diwali</a></p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Creating with Materials.:</b> Introduce new items to the Creative Area &amp; how to use them.</p> <p>Design and construct a firework rocket. Making firework pictures using different media; chalk, splatter paint, computers.</p> <p>Make designs linked to Termy topic. Create collaboratively and share ideas during all learning. Explore and use a variety of artistic techniques. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b> Home Corner- getting ready for a bonfire. Buying fruit at snack time.</p> <p>Using imagination to act out bonfire displays at Forest School and during the classroom—bang, pop, crash—onomatopoeia.</p> <p>Christmas Show rehearsals- Explore and engage in music making and dance, performing solo or in groups.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>
	<p><b>Key Vocabulary:</b> hygiene, healthy, relationships, consent, friendships, festivals, culture, similarities, differences and respect.</p>		<p><b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton, star, pike, straight, tucked.</p>		<p><b>Key Vocabulary:</b> school, routines, resilience, values, positivity, festivals, friendships, celebrations, and rules.</p>		<p><b>Key Vocabulary:</b> phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line, letter formation, aspirations, captions.</p>		<p><b>Key Vocabulary:</b> subitising, 2d shapes, counting, Numicon, fluency, 10 frame, relationships, compare, number bonds, composition.</p>		<p><b>Key Vocabulary:</b> autumn, trees, flora, safety, similarities, differences, cultures, families, festivals, senses, religion.</p>		<p><b>Key Vocabulary:</b> imagination, roles, techniques, creativity, skills, tools, music, instrument, movement, performing, solo, groups.</p>	

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<p>3 07/11/22 Remembrance Day</p> <p>Poppy artwork—clay.</p> <p><b>Go to Guru Nanak's Birthday Assembly- 8<sup>th</sup> &amp; Remembrance Assembly 11<sup>th</sup></b></p> <p><b>Cop 27 conference</b></p>	<p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p><b>Managing Self</b> Promoting independence, hanging up/ fastening own coat, going to the toilet and getting dressed for PE.</p> <p><b>Building relationships</b> Discovering about differences/Anti-bullying: Little Rabbit Foo Foo.</p> <p>Friendships and what makes a good friend. How we should treat others with respect—building constructive relationships.</p> <p><b>Circle Time</b> Remembrance Day—all school to attend an assembly (virtually) on Wednesday. What is it? Who celebrates it?</p> <p><u>Circle Time-</u> Covering loss- Why is the father feel sad? Have you ever experienced something similar? Talking about importance that all families will believe in things very differently.</p> <p>Making poppies for Remembrance Day- to remember those who gave their lives</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b></p> <p>Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b></p> <p>Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Gymnastics- Apparatus. Lesson 3-</b> Stretched &amp; Tall and Thin shapes.</p> <p><b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills—Starting phase 2 sounds.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings.</p> <p><b>Speaking</b> Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Targeted questioning to children. Modelled articulation of thoughts using connectives.</p> <p>Use a wide range of communication, speaking and listening props such as puppets, masks, small world characters and recording devices.</p> <p>Practising- Words for Christmas songs.</p> <p><b>STEM</b> opportunities to promote conversations.</p> <p>Stories to read: Loss Poppy and the blooms Cbeebies videoe</p> <p>Vocabulary: Senses, festivals, friendship, celebrations, rules, diwa, stories, Hanukkah, charity, Diwali, mendi, menorah</p> <p><b>Role-play area:</b> Set up the new play corner based on a hospital—with links to looking after/respecting people.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Level 2 ll,ss</p> <p><b>Writing for a purpose:</b> Remembrance Day teachings.</p> <p>Links with own family. Who is special to you?</p> <p>Who looks after you and keeps you safe?</p> <p>Children to BRING in a photo of someone who is special to them—KS to message out to parents, well in advance.</p> <p><u>Writing-</u> Write about a special person.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p><b>White rose maths—</b> Recap 1-2-3 Compare numbers 1,2 and 3 – more than/equal to/fewer than Order numbers 1 to 3 Practise subitising numbers to 3. Matching numerical and quantity. Exploring making a 3p coin—when there isn't one? How can we problem solve this?</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count to 3 – forwards and backwards</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count to 3 – forwards and backwards</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present</b> Talk about families and begin to develop an understanding of similarities and differences. Sharing stories with a variety of different characters, discuss differences.</p> <p><b>People, Culture and Communities</b> Underpinned in big topic of Let's Celebrate. Learn about different communities. Talk about how babies are welcomed into a religion. Recognise that different people have different beliefs. Recognise that people go to different sacred places. Learn about different festivals that are celebrated around the world. Talk about some religious stories and words.</p> <p><b>The Natural World</b> Team building activities and focus on Gaddesby values. Creating poppy art</p> <p>Using stretches and poles to carry one another.</p> <p><b>Technology:</b> Emotion Game- focusing on click and drag to select emotions.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Creating with Materials.:</b> Introduce new items to the Creative Area &amp; how to use them.</p> <p>Remembrance day Wreaths- Display on class windows.</p> <p>Make designs linked to termly topic. Create collaboratively and share ideas during all learning. Explore and use a variety of artistic techniques. Select resources and adapt work.</p> <p><b>Being imaginative and Expressive:</b></p> <p>Set up the new play corner based on a hospital—with links to looking after/respecting people.</p> <p>Teddy Bears Picnic First aid- hospitals with bandages.</p> <p>Christmas Show rehearsals- Explore and engage in music making and dance, performing solo or in groups.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>
	<p><b>Key Vocabulary:</b> hygiene, healthy, relationships, consent, friendships, festivals, culture, similarities, differences and respect.</p>		<p><b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton, star, pike, straight, tucked.</p>		<p><b>Key Vocabulary:</b> school, routines, resilience, values, positivity, festivals, friendships, celebrations, and rules.</p>		<p><b>Key Vocabulary:</b> phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line, letter formation, aspirations, captions.</p>		<p><b>Key Vocabulary:</b> subitising, 2d shapes, counting, Numicon, fluency, 10 frame, relationships, compare, number bonds, composition.</p>		<p><b>Key Vocabulary:</b> autumn, trees, flora, safety, similarities, differences, cultures, families, festivals, senses, religion.</p>		<p><b>Key Vocabulary:</b> imagination, roles, techniques, creativity, skills, tools, music, instrument, movement, performing, solo, groups.</p>		

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<p><b>4</b> 14/11/22 Anti-Bullying Week- "Reach Out." Children in need. Road Safety Week.</p> <p><b>Cop 27</b> conference— focus on climate during this week— utilise Forest School.</p>	<p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p><b>Managing Self</b> Promoting independence, hanging up/ fastening own coat, going to the toilet and getting dressed for PE.</p> <p><b>Building relationships</b> Discovering about differences/Anti-bullying: Little Rabbit Foo Foo.</p> <p>Friendships and what makes a good friend. How we should treat others with respect— building constructive relationships.</p> <p><b>Circle Time</b> Friendship- Does anyone know what bully means? Link to the story. What can we do to be nice to people?</p> <p>Create 5 examples of how in our class we will all be good friends and help one another.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b></p> <p>Access to outdoor play and games; using the Wilko, children to visit Forest School— encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b></p> <p>Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Gymnastics- Apparatus. Lesson 4-</b> Jumping in different ways and landing safely.</p> <p><b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills—Starting phase 2 sounds.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings.</p> <p><b>Speaking</b> Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Targeted questioning to children. Modelled articulation of thoughts using connectives.</p> <p>Use a wide range of communication, speaking and listening props such as puppets, masks, small world characters and recording devices.</p> <p>Thinking of one kind word to say to our friends—anti-bullying link.</p> <p>Practising- Words for Christmas songs.</p> <p><b>STEM</b> opportunities to promote conversations.</p> <p>Stories to read: Day Monkey, Night Monkey It's okay to be different Sharing a shell</p> <p>Vocabulary: Senses, festivals, friendship, celebrations, rules, diwa, stories, Hanukkah, charity, Diwali, mendi, menorah</p> <p><b>Role-play area-</b> Set up role-play area school. Use speaking and listening skills when getting items &amp; acting out roles.</p> <p>Discuss friendship awards- who has been helpful/ good friends over the week.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Assessment week—recap level 2.</p> <p><b>Narrative</b> Day Monkey, Night Monkey- discuss that similarities and differences don't matter between friends, as we are all unique.</p> <p>Was the day monkey and night monkey different or did they like the same things?</p> <p>Do you think they are happy that they got to know one another and become friends?</p> <p>Writing- write down words that are special about our friends. "Reach Out".</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p><b>White rose maths—</b> Recognise 4 Count out 4 objects from a larger group Recognise the structure of 4 in a five frame Use different arrangements of 4 to explore number conservation. Recognise 4 items without counting (subitise). Be able to hold up correct number of fingers without counting. Sequence numbers to 4 Know that 4 is one more than 3</p> <p><b>Partition</b> 4 into 3s, 2s and 1s and use the terms add and take away to describe the combinations. Double 2 is 4. Find 4 on the clock Introduce a range of quadrilaterals and name the most common (square and rectangle)</p> <p>Numberblocks- S1 Episode 6 (Four) and NCETM ppt Numberblocks- S1 Episode 8 (Three Little Pigs) and NCETM ppt</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count to 4 – forwards and backwards</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present</b> Talk about families and begin to develop an understanding of similarities and differences. Sharing stories with a variety of different characters, discuss differences.</p> <p><b>People, Culture and Communities</b> Underpinned in big topic of Let's Celebrate. Learn about different communities. Talk about how babies are welcomed into a religion. Recognise that different people have different beliefs. Recognise that people go to different sacred places. Learn about different festivals that are celebrated around the world. Talk about some religious stories and words.</p> <p><b>The Natural World</b> Learning about looking after our environment (The Kapook tree)</p> <p><b>Technology:</b> Celebrate Road Safety Day. Watch online videos that promote safety <a href="http://www.road-safety-orchildren.co.uk/road-safety/road-safety-videos/">http://www.road-safety-orchildren.co.uk/road-safety/road-safety-videos/</a></p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p><b>Creating with Materials</b> Introduce new items to the Creative Area &amp; how to use them.</p> <p>Focus on Children in Need activities. Finger painting- making hats. Painting Pudsey pictures. Making cakes/raising money.</p> <p>Creating a special holding hands sign to celebrate Road Safety Week.</p> <p>Make designs linked to termly topic. Create collaboratively and share ideas during all learning. Explore and use a variety of artistic techniques. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b></p> <p>Set up role-play area school. Use speaking and listening skills when getting items &amp; acting out roles.</p> <p>Christmas Show rehearsals- Explore and engage in music making and dance, performing solo or in groups.</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>
	<p><b>Key Vocabulary:</b> hygiene, healthy, relationships, consent, friendships, festivals, culture, similarities, differences and respect.</p>		<p><b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton, star, pike, straight, tucked.</p>		<p><b>Key Vocabulary:</b> school, routines, resilience, values, positivity, festivals, friendships, celebrations, and rules.</p>		<p><b>Key Vocabulary:</b> phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line, letter formation, aspirations, captions.</p>		<p><b>Key Vocabulary:</b> subitising, 2d shapes, counting, Numicon, fluency, 10 frame, relationships, compare, number bonds, composition.</p>		<p><b>Key Vocabulary:</b> autumn, trees, flora, safety, similarities, differences, cultures, families, festivals, senses, religion.</p>		<p><b>Key Vocabulary:</b> imagination, roles, techniques, creativity, skills, tools, music, instrument, movement, performing, solo, groups.</p>	

**Assessment:**

See weekly plans for specific assessments linked to Aspects.

**Questioning:** During guided learning.

**Outcome:** Have they met the objectives? Record on sheet.

**On the spot/Observations:** Record appropriate & planned observations on post it notes/tracker sheets.

**Peer/Self:** What was good about their work? What would make it even better? Mark own work.

# EYFS Medium Term Planning Autumn 2—Let's Celebrate

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<p><b>5</b> 21/11/22 Thanksgiving <b>g</b> Early Hanukkah celebration <b>s</b> Celebration s around the world</p>	<p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p><b>Managing Self</b> Promoting independence, hanging up/ fastening own coat, going to the toilet and getting dressed for PE.</p> <p><b>Building relationships</b> Discovering about differences/Anti-bullying: Little Rabbit Foo Foo.</p> <p>Friendships and what makes a good friend. How we should treat others with respect—building constructive relationships.</p> <p><b>Circle Time</b> Saying what the children are thankful for in connection to Thanksgiving Day.  Talking about home and the different traditions children experience.</p>	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b>  Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b>  Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Gymnastics- Apparatus.</b> Lesson 5- Gymnastic Shapes- Star, tucked, straight and pike.</p> <p><b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills—Starting phase 2 sounds.</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings.</p> <p><b>Speaking</b> Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Targeted questioning to children. Modelled articulation of thoughts using connectives.</p> <p>Use a wide range of communication, speaking and listening props such as puppets, masks, small world characters and recording devices.</p> <p><b>STEM</b> opportunities to promote conversations.</p> <p>Practising- Words for Christmas songs.</p> <p>Stories to read: Hanukkah story Thanksgiving story</p> <p>Vocabulary: Senses, festivals, friendship, celebrations, rules, diwa, stories, Hanukkah, charity, Diwali, mendi, menorah</p> <p><b>Role-play area-</b> Role- play travel agents. Going on a journey to visit other countries to celebrate their festivals with them.</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fictions/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Group children based on assessment, start Level e 3—j, v, w</p> <p><b>Narrative</b> Video Text: Celebrating Hanukkah with Solly (Cbeebies Let's Celebrate)</p> <p>Children to write a Hanukkah greeting in a Hanukkah card to Solly.</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p><b>White rose maths—</b> Recognise 5 Count out 5 objects from a larger group and look at ways of arranging (including using a dice arrangement and a 5 frame). Subitise to 5 (include instant recognition of number of fingers held up (to 5)). Be able to hold up correct number of fingers without counting. Sequence numbers to 5. Identify missing numbers to 5. Know that 5 is one more than 4 Find 5 on the clock Introduce a pentagon</p> <p>Numberblocks- S1 Episodes 7 (Five) and NCETM ppt Numberblocks- S1 Episodes 9 (Off We Go!) and NCETM ppt</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count forwards and backwards to 5</p>	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present</b> Talk about families and begin to develop an understanding of similarities and differences. Sharing stories with a variety of different characters, discuss differences.</p> <p><b>People, Culture and Communities</b> Underpinned in big topic of Let's Celebrate. Learn about different communities. Talk about how babies are welcomed into a religion. Recognise that different people have different beliefs. Recognise that people go to different sacred places. Learn about different festivals that are celebrated around the world. Talk about some religious stories and words.</p> <p><b>The Natural World</b> Bring torches from home and explore the woods to experience light and dark. Hide under a blanket and describe the difference. Discuss not going to the words on their own.</p> <p>Set up a trail to follow. Can the group follow it successfully? Peer assess- What was good? How could they improve it next time</p>	<p><b>Creating with Materials.:</b> Introduce new items to the Creative Area &amp; how to use them.</p> <p>Make a variety of Thanksgiving crafts. Finger print turkeys Turkey hats Turkeys with pasta</p> <p>Make designs linked to termly topic. Create collaboratively and share ideas during all learning. Explore and use a variety of artistic techniques. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b>  Role- play travel agents. Going on a journey to visit other countries to celebrate their festivals with them.</p> <p>Christmas Show rehearsals- Explore and engage in music making and dance, performing solo or in groups.</p>
	<p><b>Key Vocabulary:</b> hygiene, healthy, relationships, consent, friendships, festivals, culture, similarities, differences and respect.</p>	<p><b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton, star, pike, straight, tucked.</p>	<p><b>Key Vocabulary:</b> school, routines, resilience, values, positivity, festivals, friendships, celebrations, and rules.</p>	<p><b>Key Vocabulary:</b> phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line, letter formation, aspirations, captions.</p>	<p><b>Key Vocabulary:</b> subitising, 2d shapes, counting, Numicon, fluency, 10 frame, relationships, compare, number bonds, composition.</p>	<p><b>Key Vocabulary:</b> autumn, trees, flora, safety, similarities, differences, cultures, families, festivals, senses, religion.</p>	<p><b>Key Vocabulary:</b> imagination, roles, techniques, creativity, skills, tools, music, instrument, movement, performing, solo, groups.</p>

**Assessment:**

See weekly plans for specific assessments linked to Aspects.

**Questioning:** During guided learning.

**Outcome:** Have they met the objectives? Record on sheet.

**On the spot/Observations:** Record appropriate & planned observations on post it notes/tracker sheets.

**Peer/Self:** What was good about their work? What would make it even better? Mark own work.

# EYFS Medium Term Planning Autumn 2—Let's Celebrate

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTW	Specific EAD
<p><b>6</b> 28/11/22 Common celebration -- Weddings</p>	<p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p><b>Managing Self</b> Promoting independence, hanging up/ fastening own coat, going to the toilet and getting dressed for PE.</p> <p><b>Building relationships</b> Discovering about differences/Anti-bullying: Little Rabbit Foo Foo.</p> <p>Friendships and what makes a good friend. How we should treat others with respect— building constructive relationships.</p> <p><b>Circle Time</b> Discuss the idea of sharing. What does it mean to the children? How can we share in the classroom? Emphasise the idea that with it nearby being Christmas there are children and people in the world that aren't as fortunate as we are and therefore we should try to share. What could we do to help those people?</p>	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b> Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b> Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Gymnastics- Apparatus.</b> <b>Lesson 6-</b> Practice rocking from a sitting to a standing position.</p> <p><b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills—Starting phase 2 sounds.</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings.</p> <p><b>Speaking</b> Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Targeted questioning to children. Modelled articulation of thoughts using connectives.</p> <p>Use a wide range of communication, speaking and listening props such as puppets, masks, small world characters and recording devices.</p> <p>Practising- Words for Christmas songs.</p> <p><b>STEM</b> opportunities to promote conversations.</p> <p>Stories to read: The Scarecrow's Wedding</p> <p>Vocabulary: Senses, festivals, friendship, celebrations, rules, diwa, stories, Hanukkah, charity, Diwali, mendi, menorah</p> <p><b>Role-play area-</b> Set up a wedding celebration/or christening?</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Group children based on assessment, start phase 3— x, y, z</p> <p><b>Narrative Text:</b> The Scarecrow's Wedding.</p> <p>Discuss bad characters and nice characters— PSED/ respect value focus.</p> <p>Writing Write a list for everything needed for Harry O'Hays wedding.</p> <p>Discussion on key features of a list— bullet points, writing down, no need for sentences.</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting, Say and use number names to 5 in familiar contexts.</p> <p><b>White rose maths—</b> Focus on one more and one less than a number. Continue to practise subitising to 5. Say 1 more or 1 less to 5 without counting. Relate taking 1 away to counting backwards Introduce subtraction symbol</p> <p>Split over 2 weeks— first cover 1 more and then cover 1 less.</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count forwards and backwards to 5 Using number songs and visuals for 1 more and 1 less.</p>	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present</b> Talk about families and begin to develop an understanding of similarities and differences. Sharing stories with a variety of different characters, discuss differences.</p> <p><b>People, Culture and Communities</b> Underpinned in big topic of Let's Celebrate. Learn about different communities. Talk about how babies are welcomed into a religion. Recognise that different people have different beliefs. Recognise that people go to different sacred places. Learn about different festivals that are celebrated around the world. Talk about some religious stories and words.</p> <p><b>The Natural World</b> Explore the woods- chn bring in torches &amp; experience light/dark and discuss not going in here alone.</p> <p>Set up a trail for the woodcutter to follow to find Red Riding Hood</p> <p>Stranger Danger focus.</p>	<p><b>Creating with Materials.:</b> Introduce new items to the Creative Area &amp; how to use them.</p> <p>Making a cake using 2D and 3D shapes. Painting cakes. Scarves for celebratory dancing.</p> <p>Make designs linked to termly topic. Create collaboratively and share ideas during all learning. Explore and use a variety of artistic techniques. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b> Set up a wedding celebration/or christening?</p> <p>Christmas Show rehearsals- Explore and engage in music making and dance, performing solo or in groups.</p>
	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>	<p>See Weekly Plans for lesson objectives/ Success Criteria</p>
	<p><b>Key Vocabulary:</b> hygiene, healthy, relationships, consent, friendships, festivals, culture, similarities, differences and respect.</p>	<p><b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton, star, pike, straight, tucked.</p>	<p><b>Key Vocabulary:</b> school, routines, resilience, values, positivity, festivals, friendships, celebrations, and rules.</p>	<p><b>Key Vocabulary:</b> phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter-shapes, names, sitting on the line, letter formation, aspirations, captions.</p>	<p><b>Key Vocabulary:</b> subitising, 2d shapes, counting, Numicon, fluency, 10 frame, relationships, compare, number bonds, composition.</p>	<p><b>Key Vocabulary:</b> autumn, trees, flora, safety, similarities, differences, cultures, families, festivals, senses, religion.</p>	<p><b>Key Vocabulary:</b> imagination, roles, techniques, creativity, skills, tools, music, instrument, movement, performing, solo, groups.</p>

**Assessment:**

See weekly plans for specific assessments linked to Aspects.

**Questioning:** During guided learning.

**Outcome:** Have they met the objectives? Record on sheet.

**On the spot/Observations:** Record appropriate & planned observations on post it notes/tracker sheets.

**Peer/Self:** What was good about their work? What would make it even better? Mark own work.

# EYFS Medium Term Planning Autumn 2—Let's Celebrate

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTH	Specific EAD
7 05/12/22 Christmas	<p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p><b>Managing Self</b> Promoting independence, hanging up/ fastening own coat, going to the toilet and getting dressed for PE.</p> <p><b>Building relationships</b> Discovering about differences/Anti-bullying: Little Rabbit Foo Foo.</p> <p>Friendships and what makes a good friend. How we should treat others with respect—building constructive relationships.</p> <p><b>Circle Time</b> Discuss the idea of sharing. What does it mean to the children? How can we share in the classroom? Emphasise the idea that with it nearly being Christmas there are children and people in the world that aren't as fortunate as we are and therefore we should try to</p>	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b> Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b> Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Gymnastics-Apparatus. Lesson 7-</b> Floor work- core and posture. Look at gymnastic shapes.</p> <p><b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills—Starting phase 2 sounds.</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings.</p> <p><b>Speaking</b> Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Targeted questioning to children. Modelled articulation of thoughts using connectives.</p> <p>Use a wide range of communication, speaking and listening props such as puppets, masks, small world characters and recording devices.</p> <p>Practising- Words for Christmas songs.</p> <p><b>STEM opportunities</b> to promote conversations.</p> <p>Stories to read: The Christmas Story The Jolly Postman</p> <p>Vocabulary: Senses, festivals, friendship, celebrations, rules, diwa, stories, Hanukkah, charity, Diwali, mendi, menorah</p> <p><b>Role-play area:</b> Set up a Set up Christmas post office.</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fiction/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Group children based on assessment, start phase 3—zz, sh, ch</p> <p><b>Picture stimulus</b> The lonely snowman</p> <p>Writing- writing from the perspective of the snowman.</p> <p>"I am lonely because..."</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p><b>White rose maths—</b> Focus on one more and one less than a number. Continue to practise subitising to 5. Say 1 more or 1 less to 5 without counting. Relate taking 1 away to counting backwards Introduce subtraction symbol</p> <p>Split over 2 weeks—first cover 1 more and then cover 1 less.</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count forwards and backwards to 5 Using number songs and visuals for 1 more and 1 less.</p>	<p><b>Circle time to explore these areas.</b></p> <p><b>Past and Present</b> Talk about families and begin to develop an understanding of similarities and differences. Sharing stories with a variety of different characters, discuss differences.</p> <p><b>People, Culture and Communities</b> Underpinned in big topic of Let's Celebrate. Learn about different communities. Talk about how babies are welcomed into a religion. Recognise that different people have different beliefs. Recognise that people go to different sacred places. Learn about different festivals that are celebrated around the world. Talk about some religious stories and words.</p> <p><b>The Natural World</b> Decorating Christmas trees—discussing festivities and how they differ from family to family.</p>	<p><b>Creating with Materials.:</b> Introduce new items to the Creative Area &amp; how to use them.</p> <p>Make cards- 2 choices. Make presents for parents-table decorations.</p> <p>Make designs linked to termly topic. Create collaboratively and share ideas during all learning. Explore and use a variety of artistic techniques. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b> Set up Christmas post office.</p> <p>Christmas Show rehearsals- Explore and engage in music making and dance, performing solo or in groups.</p>
	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria
	<b>Key Vocabulary:</b> hygiene, healthy, relationships, consent, friendships, festivals, culture, similarities, differences and respect.	<b>Key Vocabulary:</b> static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton, star, pike, straight, tucked.	<b>Key Vocabulary:</b> school, routines, resilience, values, positivity, festivals, friendships, celebrations, and rules.	<b>Key Vocabulary:</b> phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line, letter formation, aspirations, captions.	<b>Key Vocabulary:</b> subitising, 2d shapes, counting, Numicon, fluency, 10 frame, relationships, compare, number bonds, composition.	<b>Key Vocabulary:</b> autumn, trees, flora, safety, similarities, differences, cultures, families, festivals, senses, religion.	<b>Key Vocabulary:</b> imagination, roles, techniques, creativity, skills, tools, music, instrument, movement, performing, solo, groups.

**Assessment:**

See weekly plans for specific assessments linked to Aspects.

**Questioning:** During guided learning.

**Outcome:** Have they met the objectives? Record on sheet.

**On the spot/Observations:** Record appropriate & planned observations on post it notes/tracker sheets.

**Peer/Self:** What was good about their work? What would make it even better? Mark own work.

# EYFS Medium Term Planning Autumn 2—Let’s Celebrate

Week	Prime PSED	Prime PD	Prime C&L	Specific Literacy	Specific Mathematics	Specific UTH	Specific EAD
8 12/12/22 Christmas & Hanukkah The Jolly Postman Traditional Christmas Story	<p><b>Self-Regulation</b> Prime focus on the children learning about the Gaddesby values; including respecting ourselves, each other and our belongings, the importance of manners and showing respect, treating one another fairly whilst also working together etc.</p> <p><b>Managing Self</b> Promoting independence, hanging up/ fastening own coat, going to the toilet and getting dressed for PE.</p> <p><b>Building relationships</b> Discovering about differences/Anti-bullying: Little Rabbit Foo Foo.</p> <p>Friendships and what makes a good friend. How we should treat others with respect—building constructive relationships.</p> <p><b>Circle Time</b> Why do we send Cards at Christmas? When else do we send cards? Link to other festivals and that Christmas is a festival celebrated by Christians.</p> <p>Write messages for Christmas Cards.</p>	<p><b>Gross motor skills:</b> Forest School, dance and core skills</p> <p><b>Fine motor skills:</b> enhanced through the continuous provision.</p> <p><b>Gross Motor Skills</b> Access to outdoor play and games; using the Wilko, children to visit Forest School—encouraged to move logs, use of loose parts and building imaginatively with them, large scale movements with scarves etc, Wake up and shake up.</p> <p><b>Fine Motor Skills</b> Lots of fine motor skills activities; cutting, threading, using pincers, peg boards, building construction, buttons, colouring, weaving, pencil control sheets, baking, dojo challenge, using chalks outside, paintbrushes in water, finger drawing in shaving gel, making puppets, writing key words, writing letters, Mark making outside and fine motor control on the iPads, threading wool, mark making in sand etc.</p> <p><b>PE: Gymnastics- Apparatus. Lesson 8-</b> Combine their moves.</p> <p><b>Dojo challenge—</b> all linked to topic.</p> <p>Writing Skills—Starting phase 2 sounds.</p>	<p><b>Listening, Attention and Understanding</b> English time, focusing on big topic for the term. Children to use talk partners to develop knowledge of topics and develop vocabulary. Opportunities to play games, listen to stories, free-flow, listen in a range of settings.</p> <p><b>Speaking</b> Participate in small group conversations; circle time, guided, during free-flow etc.</p> <p>Targeted questioning to children. Modelled articulation of thoughts using connectives.</p> <p>Use a wide range of communication, speaking and listening props such as puppets, masks, small world characters and recording devices.</p> <p>Practising- Words for Christmas songs.</p> <p><b>STEM opportunities</b> to promote conversations.</p> <p>Stories to read: The Christmas Story The Jolly Postman</p> <p>Vocabulary: Senses, festivals, friendship, celebrations, rules, diwa, stories, Hanukkah, charity, Diwali, mendi, menorah</p> <p><b>Role-play area-</b> Christmas Post office</p>	<p><b>Comprehension</b> Sharing of lots of stories and targeted questioning. Utilise a variety of stories linked to building topic knowledge about different celebrations. Include a range of non-fictions/fiction texts.</p> <p>Use of images to develop retrieval skills and inference.</p> <p>Modelled use of the role-play.</p> <p><b>Word reading</b> Phonics: Group children based on assessment, start phase 3—th, ng, ai</p> <p><b>Narrative Text:</b> The traditional Christmas Story.</p> <p>Writing- Own version of the story using beginning, middle &amp; end.</p> <p><b>Narrative Text:</b> The Jolly Christmas Postman</p> <p>Writing- Letters to Santa.</p> <p>Writing Christmas cards to take home to families</p>	<p><b>Number</b> Counting accurately with 1-1 correspondence. Counting fingers &amp; toes etc. Number rhymes. Quick counting. Say and use number names to 5 in familiar contexts.</p> <p><b>White rose maths—</b> Measurement TIME</p> <p>Children talk about day and night and order key events in their daily routines. Measure time in simple ways—how many sleeps until Christmas. Sing songs to sequence days of the week. Measuring how many times we can do something in a minutes. Naming things we do in the day, night, tomorrow, etc.</p> <p><b>Numerical Patterns</b> Verbally practising counting to 10. Number songs. Count forwards and backwards to 5 Using number songs and visuals for 1 more and 1 less.</p>	<p><b>Circle time</b> to explore these areas.</p> <p><b>Past and Present</b> Talk about families and begin to develop an understanding of similarities and differences. Sharing stories with a variety of different characters, discuss differences.</p> <p><b>People, Culture and Communities</b> Underpinned in big topic of Let’s Celebrate. Learn about different communities. Talk about how babies are welcomed into a religion. Recognise that different people have different beliefs. Recognise that people go to different sacred places. Learn about different festivals that are celebrated around the world. Talk about some religious stories and words.</p> <p><b>The Natural World</b> Act out the Story using crowns &amp; props for all the characters.</p> <p>Draw Jesus, Mary, Angel &amp; 3 Kings etc. with chalks &amp; label.</p> <p><b>Technology:</b> Visit Santa at the North Pole- Find out how busy he is. <a href="#">Christmas stories and Christmas activities with Santa Claus</a></p>	<p><b>Creating with Materials:</b> Introduce new items to the Creative Area &amp; how to use them.</p> <p>Nativity Scene Using toilet rolls. Make wrapping—printing using potatoes/ sponges. Christmas craft making</p> <p>Make designs linked to termly topic. Create collaboratively and share ideas during all learning. Explore and use a variety of artistic techniques. Select resources and adapt work.</p> <p><b>Being Imaginative and Expressive:</b> Set up Christmas post office.</p> <p>Christmas Show rehearsals- Explore and engage in music making and dance, performing solo or in groups.</p>
	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria	See Weekly Plans for lesson objectives/ Success Criteria
	Key Vocabulary: hygiene, healthy, relationships, consent, friendships, festivals, culture, similarities, differences and respect.	Key Vocabulary: static balances, core strength, heart rate, fine motor, gross strength, gymnastics, movement, muscles, anatomy, body parts, skeleton, star, pike, straight, tucked.	Key Vocabulary: school, routines, resilience, values, positivity, festivals, friendships, celebrations, and rules.	Key Vocabulary: phonemes, graphemes, finger spaces, full stops, Talk 4 writing, imitate, letter shapes, names, sitting on the line, letter formation, aspirations, captions.	Key Vocabulary: subitising, 2d shapes, counting, Numicon, fluency, 10 frame, relationships, compare, number bonds, composition.	Key Vocabulary: autumn, trees, flora, safety, similarities, differences, cultures, families, festivals, senses, religion.	Key Vocabulary: imagination, roles, techniques, creativity, skills, tools, music, instrument, movement, performing, solo, groups.