

The Ellis CE Primary School  
Early Years Foundation Stage  
Medium Term Planning

Focus: Light & Dark	Term: Autumn 2 2021	Class: FS1/FS2
<b>Main themes/ focus (linked to general development)</b>		
<ul style="list-style-type: none"><li>• All children to work on their independence skills Inc. shoes, coats, bags etc.</li><li>• All children to continue to work on personal hygiene – including hand washing and using the toilet appropriately.</li><li>• All children to continue to sing Nursery rhymes each week and number songs &amp; rhymes.</li><li>• All children to learn rhymes from Poetry basket based on autumn.</li><li>• All children to access mark-making in their writing books on a weekly basis.</li><li>• All children to access Dough Disco activities to develop their fine motor control.</li><li>• All children to access large paper &amp; pens (BEFT Project) to develop fine motor skills linked to writing.</li><li>• All children to access Funky Fingers activities to help develop their fine motor control.</li><li>• All children to access loose parts to help develop thinking, concentration, visualisation and motor skills.</li><li>• All children will continue to develop their understanding of the current season of Autumn and the changes that Winter brings.</li><li>• All children to continue to listen to and read their class top 10 books.</li><li>• All children to listen to stories for pleasure throughout each day.</li><li>• F1 children to access regular talk time activities throughout the week.</li><li>• F2 children will develop their speaking and listening skills through accessing Lola the Listening Leopard activities.</li><li>• All children receptive and expressive language will be enhanced through accessing the WellComm Language Programme.</li><li>• F1 will continue developing knowledge and understanding of environmental sounds as a precursor to Read rite Inc.</li><li>• F2 to continue to access and consolidate set 1 Read Write Inc. Sounds.</li><li>• F1 to continue to develop everyday maths language linked to number nursery rhymes and incidental maths language through access to provision in the environment.</li><li>• F2 –all children will continue to develop their understanding of numbers up to 5 and the relationships between each number. Children will learn the composition of numbers and access provision linked to key concepts through their environment.</li><li>• All children will continue to develop their gross motor skills through access to the provision and outdoor environment.</li></ul>		

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Communication & Language	Personal, Social & Emotional	Physical Development
<p>Listen to other people's talk with interest.</p> <p>Start to develop conversation</p> <p>Develop pretend play</p> <p>Listen to simple stories and understand what is happening with the help of pictures</p> <p>Understand simple questions about who, what &amp; where.</p> <p>Listen to longer stories and can remember much of what is happening</p> <p>Use a wider range of vocabulary</p> <p>Understand a question or instruction with 2 parts.</p> <p>Understand why questions</p> <p>Sing a large repertoire of songs</p> <p>Know many rhymes, be able to talk about familiar books, be able to tell a long story.</p> <p>Develop their communication</p> <p>Develop their pronunciation.</p> <p>Use longer sentences</p> <p>Be able to express their point of view.</p> <p>Start a conversation and continue for many turns.</p> <p>Use talk to organise themselves &amp; their play.</p>	<p>Express preferences and decisions.</p> <p>Engage with others.</p> <p>Thrive as they develop self-assurance.</p> <p>Play with increasing confidence.</p> <p>Feel strong enough to express a range of emotions.</p> <p>Grow in independence.</p> <p>Begin to show effortless control ( take turns)</p> <p>Notice &amp; ask questions about differences.</p> <p>Develop friendships with others.</p> <p>Talk about their emotions.</p> <p>Select &amp; use activities &amp; resources.</p> <p>Develop their sense of responsibility.</p> <p>Become more outgoing.</p> <p>Show confidence in social situations.</p> <p>Play with other children.</p> <p>Find solutions to conflict.</p> <p>Increasingly follow rules.</p> <p>Talk with others to solve conflict.</p> <p>Talk about their feelings.</p> <p>Understand how others might feel.</p>	<p>Gain control of their body through practice of large movements.</p> <p>Clap &amp; stamp to music.</p> <p>Start to throw and catch &amp; kick a ball.</p> <p>Build independently with resources.</p> <p>Walk, run, jump &amp; climb.</p> <p>Spin, roll, use ropes and swings.</p> <p>Use a scooter or trike.</p> <p>Develop manipulation &amp; control.</p> <p>Explore different materials &amp; tools.</p> <p>Use large &amp; small motor skills to do things independently.</p> <p>Show a desire to be independent.</p> <p>Continue to develop their movements &amp; balance.</p> <p>Go up steps and stairs.</p> <p>Skip, hop, stand on 1 leg.</p> <p>Use large muscle movements.</p> <p>Start taking part in group activities.</p> <p>Be able to use and remember sequence when dancing.</p> <p>Choose the right resources to carry out a plan.</p> <p>Collaborate with others to manage large items.</p> <p>Use 1 handed tools &amp; equipment.</p> <p>Use a comfortable grip with good control when mark-making.</p> <p>Show a preference for a dominant hand.</p>
Literacy		Mathematical Development
<p>Enjoy songs &amp; rhymes, tuning in &amp; paying attention.</p> <p>Join in with songs &amp; rhymes.</p> <p>Say some of the words in songs &amp; rhymes.</p> <p>Copy finger movements.</p> <p>Sing songs &amp; rhymes independently.</p> <p>Enjoy sharing books.</p> <p>Pay attention &amp; respond to pictures.</p> <p>Have favourite books.</p> <p>Repeat words &amp; phrases from familiar books.</p> <p>Ask questions about a book.</p> <p>Develop play around stories.</p> <p>Notice some familiar print.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings.</p> <p>Make marks on paper which stand for their name.</p> <p>Understand print has meaning, print can have different purposes, we read English text from left to right top to bottom, the names of different parts of books, page sequencing.</p> <p>Develop phonological awareness, spot rhyme, and count &amp; clap syllables, recognise words with same initial sounds.</p> <p>Engage in extended conversations.</p> <p>Use some print &amp; letter knowledge in early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>		<p>Take part in finger rhymes.</p> <p>React to changes in amount.</p> <p>Compare amount saying lots, more, same.</p> <p>Develop counting like behaviours.</p> <p>Count in everyday situations.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Compare size &amp; weight.</p> <p>Notice patterns and arrange things in patterns.</p> <p>Develop fast recognition of up to 3 objects.</p> <p>Recite numbers past 5.</p> <p>Say 1 number for each item in order.</p> <p>Know that the last number reached when counting tells you how many in total.</p> <p>Show finger numbers up to 5.</p> <p>Link numerals &amp; amount.</p> <p>Experiment with symbols &amp; marks.</p> <p>Solve real mathematical problems.</p> <p>Compare quantity using language more and fewer than.</p> <p>Talk &amp; explore 2d and 3d shapes.</p> <p>Understand position.</p> <p>Describe a familiar route.</p> <p>Discuss routes &amp; location.</p> <p>Make comparison relating to size, length, weight, capacity.</p> <p>Select shapes appropriately.</p> <p>Combine shapes to make new ones.</p> <p>Talk about &amp; identify patterns around them.</p> <p>Extend &amp; create patterns.</p> <p>Notice &amp; correct repeating patterns.</p> <p>Begin to describe a sequence of events.</p>

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Understanding the world	Expressive arts and design
<p>Repeat actions.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials indoors &amp; outdoors.</p> <p>Make connections between features of their family &amp; other families.</p> <p>Notice differences in people.</p> <p>Use all of their senses to explore.</p> <p>Explore collections of materials with similar &amp; different properties.</p> <p>Talk about what they see.</p> <p>Begin to make sense of their own life story &amp; history.</p> <p>Show an interest in different occupations.</p> <p>Explore how things work.</p> <p>Understand key sequence of life cycle.</p> <p>Begin to understand &amp; respect their environment &amp; living things.</p> <p>Explore &amp; talk about different forces.</p> <p>Talk about the differences in materials.</p> <p>Continue to develop positive attitudes between people.</p> <p>Know there are different countries in the world.</p>	<p>Move &amp; dance to music.</p> <p>Join in with sings &amp; rhyme.</p> <p>Explore a range of sound makers.</p> <p>Start to make marks intentionally.</p> <p>Explore paint.</p> <p>Express thoughts &amp; ideas through making marks.</p> <p>Enjoy taking part in action songs.</p> <p>Start to develop pretend play.</p> <p>Use their senses to explore different materials.</p> <p>Use their imagination &amp; consider what they can do with different materials.</p> <p>Make simple models.</p> <p>Take part in pretend play.</p> <p>Begin to develop stories using small world equipment.</p> <p>Make imaginative small world using blocks &amp; construction kits.</p> <p>Explore different materials freely.</p> <p>Develop their own ideas.</p> <p>Join different materials.</p> <p>Create closed shapes with continuous lines.</p> <p>Draw with increasing detail.</p> <p>Use drawing to express ideas.</p> <p>Show different emotions in their drawings.</p> <p>Listen with increasing attention.</p> <p>Respond to what they have heard.</p> <p>Remember &amp; sing entire songs.</p> <p>Sing the pitch sung by others.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Create their own songs.</p> <p>Play instruments with control.</p>

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	First we can use these words...	Then I can try to use these words...
F1 & F2	light, dark, day, night, four seasons, Autumn, Winter, Spring, Summer Conkers, trees, fruit, vegetable Orange, brown, red leaves nocturnal animal Harvest Bonfire Night Christmas Advent	Plough Reflection spectrum Disperse Hibernation Habitat Celebration Traditions Customs Store Rustling Swirling Tumbling describe the shade of different colours (dark, light, bright, deep) cool breeze, lower temperature, special events linked to other cultures (such as Hannuakah Diwali)