

Walton Primary Academy - EYFS Medium Term Plan - Autumn 1 - 2021-2022

Autumn 1				
Themes/Interests/Lines of Enquiry	We Are Unique			
	Family			
				
	Feelings			
				
Autumn				
				

Child-led Interests covered during the half term:

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Area of Learning	Objectives/Skills	Extra Focus Needed
<p>Communication and Language</p>	<p>FS1 Aims for Half Term:</p> <p>Pay attention to more than one thing at a time, which can be difficult. Start a conversation with an adult or a friend and continue it for many turns.</p> <p><u>Listening, Attention and Understanding:</u> Can listen and do for a short space of time. Respond to their name. Follow 1 step instructions. Enjoy listening to stories.</p> <p><u>Speaking:</u> Occasionally joining in with repeated refrains in stories and rhymes.</p>	
	<p>FS2 Aims for Half Term:</p> <p>Understand how to listen carefully and why listening is important. Engage in story times.</p> <p><u>Listening, Attention and Understanding:</u> Listen to others, 1:1, in small groups and whole class. Enjoy listening to stories and remember what happens. Listen carefully to rhymes, stories, paying attention to how they sound. Maintain attention in whole class and small group contexts for a short time. Switch attention to one thing at a time. Follow 2 step instructions. Understand 'why' questions.</p> <p><u>Speaking:</u> Respond appropriately when asked. Join in with repeated refrains and anticipate key events and phrases in stories or rhymes. Sing a large repertoire of songs: nursery rhymes or number songs.</p> <p>Baseline - RBA (First Six Weeks)</p>	

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Personal, Social and Emotional Development

FS1 Aims for Half Term:

Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Self-Regulation:

Uses gestures to express preferences and decisions.
Find ways of managing transitions (from their parent to a member of staff).
Express a range of emotions.
To express their feelings through words, such as 'sad', 'upset' or 'angry'

Managing Self:

Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
Can manage their own personal hygiene e.g. toileting with adult support.
Increasingly follow rules with adult support.

Building Relationships:

Play with confidence on their own and with other children.
Develop friendships with other children.

FS2 Aims for Half Term:

See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.

Self-Regulation:

Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.
Know they can rely on their teachers, friends, and friends for support if they are worried.
Know what they like and do not like.

Managing Self:

Understand behavioural expectations of the setting.
Increasingly follow rules, understanding why they are important.
Understands there are rules in the classroom to follow and expectations for behaviour.
Can independently organise themselves in the morning e.g., bookbag in box, coat on peg, water bottle in box, self-registration.
Can manage their own personal hygiene e.g. toileting.

Building Relationships:

Begin to understand how others might be feeling.
Interested in others play and starting to join in.
Engage in positive interactions with adults and peers.
Play with one or more children, extending and elaborating play ideas.

Why do we have a family and who is my family?

Differences and similarities, who is special to them, what do our family do for us, how do our family help us.

Baseline - Hands

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<p>Physical Development</p>	<p style="text-align: center;">FS1 Aims for Half Term:</p> <p style="text-align: center;">Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p><u>Gross Motor Skills:</u> Develop skills through the outdoor area to develop overall body-strength.</p> <p><u>Fine Motor Skills:</u> Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Beginning to show a preference for a dominant hand</p> <hr/> <p style="text-align: center;">FS2 Aims for Half Term:</p> <p style="text-align: center;">Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.</p> <p><u>Gross Motor Skills:</u> Develop overall body-strength, balance, co-ordination and agility through use on outdoor trim trail and PE lessons.</p> <p><u>Fine Motor Skills:</u> Develop small motor skills to use a range of tool competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, cutlery. Show a preference for a dominant hand.</p> <p>Baseline - Writing Assessment (Literacy Book) Writing Assessment (Literacy Book) - Week 7</p>	
<p>P.E (Get Set 4 PE)</p>	<p>Introduction to PE Unit 1</p>	
<p>Literacy</p>	<p style="text-align: center;">FS1 Aims for Half Term:</p> <p style="text-align: center;">Engage in extended conversations about stories, learning new vocabulary. Understand we read English text from left to right and from top to bottom and page sequencing. Understand print has meaning.</p> <p><u>Comprehension:</u> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care, turn pages from front to back and recognise front and back covers. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrase.</p> <p><u>Word Reading:</u> Count or clap syllables in a word. Recognise words with the same initial sound as their name or familiar names/words e.g. "D for Daddy".</p> <p><u>Writing:</u> Draw lines and circles. Sometimes give meaning to marks they make. Begin to copy shape/letters in their name.</p>	

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	<p style="text-align: center;">FS2 Aims for Half Term:</p> <p style="text-align: center;"><i>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.</i></p> <p><u>Comprehension:</u> Listen and enjoy sharing a range of books. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.</p> <p><u>Word Reading:</u> Hear general sound discrimination and be able to orally blend and segment. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><u>Writing:</u> Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name from memory or copy it. Orally blend and segment sounds in simple words.</p> <p>Helicopter Stories: Adults telling stories for children to act out.</p>	
Phonics	<p>Phase 1 (Starting depending on baseline and period of settling in) Week 1 – Phase 1 Week 2 – Phase 1 Week 3 – Phase 1 Week 4 – Phase 1 Week 5 – Phase 1 Week 6 – Phase 1 Week 7 – Phase 1</p> <p>Phase 2 Week 1 and 2 – Baseline – RBA (First Six Weeks) Week 3 – Phase 2 s a t p Week 4 – Phase 2 i n m d Week 5 – Phase 2 g o c k (is) Week 6 – Phase 2 c k e u r (l) Week 7 – Phase 2 h b f l (the) Assessment – Week 7 Phase 2 Phonics</p>	

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<p>Mathematics (White Rose)</p>	<p style="text-align: center;">FS1 Aims for Half Term: Measure (Size and Weight), Patterns, Counting Aloud to 5, 1:1 Counting</p> <p><u>Number:</u> Subitise (up to 3 to begin with and then to 5). 1-5 counting, actions, sounds and objects.</p> <p><u>Numerical Patterns:</u> Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Make comparisons between objects relating to size and weight. Talk about and identify the patterns around them.</p>	
	<p style="text-align: center;">FS2 Aims for Half Term: Numbers to 5, Sorting into Groups, Comparing Groups of Identical and Non-Identical Objects, Change Within 5, Time, 2D Shape, Money</p> <p><u>Number:</u> Subitise Count objects, actions and sounds (1-5)</p> <p><u>Numerical Patterns:</u> Sorting into groups Comparing groups (identical and non-identical objects) Change within 5 (one more and one less) Time (my day) Money (1p, 2p, ways to make 3p)</p> <p>Week 1-3 Baseline - RBA (First Six Weeks) Week 4 - Introduce Number 1 Week 5 - Introduce Number 2 Week 6 - Introduce Number 3 Week 7 - Consolidate to 3</p>	
<p>Understanding the World</p>	<p style="text-align: center;">FS1 Aims for Half Term: Begin to make sense of their own life-story and family's history.</p> <p><u>Past and Present:</u> Talk about what their parents told them about their life-story and family history (Discuss photos and memories).</p> <p><u>People, Culture and Communities:</u> Show interest in different occupations. Know that there are different countries in the world and not everyone is the same.</p> <p><u>The Natural World:</u> Understand the key features of the life cycle of a plant and an animal (Grow their own plant).</p>	

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	<p style="text-align: center;">FS2 Aims for Half Term:</p> <p style="text-align: center;">Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside.</p> <p><u>Past and Present:</u> Talk about and describe features of their own family. Begin to develop a sense of community and change and be able to compare characters from stories.</p> <p><u>People, Culture and Communities:</u> Talk about families in other countries across the world. Respect themselves and special things in their own lives.</p> <p><u>The Natural World:</u> Talk about the features of their immediate environment. Discuss and understand change.</p>	
Expressive Arts and Design	<p style="text-align: center;">FS1 Aims for Half Term:</p> <p style="text-align: center;">Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p><u>Creating with Materials:</u> Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Begin to use shapes to represent objects. Explore colour and colour mixing. Use construction materials to make imaginative storylines in their play.</p> <p><u>Being Imaginative and Expressive:</u> Take part in simple pretend play. Remember and sing songs. Play instruments to express their feelings and ideas.</p>	
	<p style="text-align: center;">FS2 Aims for Half Term:</p> <p style="text-align: center;">Develop storylines in their pretend play.</p> <p><u>Creating with Materials:</u> Use different techniques for joining materials. Develop small motor skills to use a range of tool competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors. Use imagination to create models with creative and construction materials.</p> <p><u>Being Imaginative and Expressive:</u> Negotiate, be patient and solve conflicts in play. Identify rhythm and rhyme. Join in with moving in a variety of ways to music.</p> <p>Charanga: Me! Autumn 1 Scheme Listen and respond to different styles of music.</p>	

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	<p>Embed foundations of the interrelated dimensions of music. Learn to sing or sing along with nursery rhymes and action songs. Improvising leading to play classroom instruments. Share and perform the learning that has taken place.</p>	
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