

## Autumn Term 2024 Medium Term Planning - EYFS

### All About Me

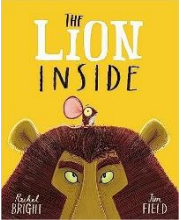
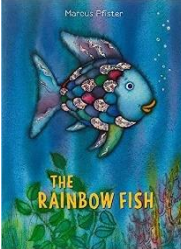




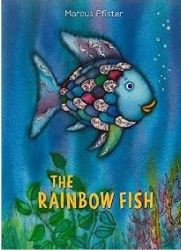
**The learning for this term is all about the children expressing themselves, developing relationships and learning more about both themselves and their peers. They will have opportunity to talk about what makes them special, what makes them happy and explore how to deal with a range of emotions effectively. During this time, the children will be expanding their vocabulary and gaining confidence with their speaking and listening skills. Through exploring the natural world, they will learn about the changing of seasons. This term the children will learn about people who help us in our community, including a special visitor.**

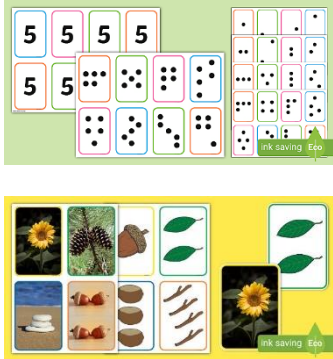
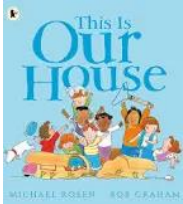

### **Church School Value: Respect**


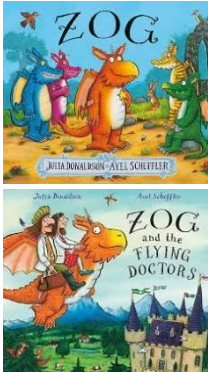
Memorable experiences: Autumn trail, Remembrance Day, Nurse/Firefighter visit, Dress up as a Superhero Wow Day, Tractor visit – Harvest, Birthdays, Favourite Songs, Talent show/, 'What do I want to be when I grow up?' video for parents, Roald Dahl Day, Lincolnshire Day, St Luke's Day



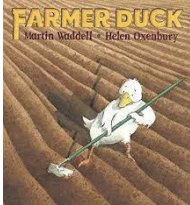
For the children's first 3 days they will be forming friendships, settling into and learning about the daily routine, learning how to tidy up, experiencing collective worship, engaging in story and singing times and adjusting to being away from their family/carer.



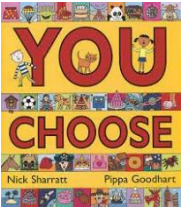

Week	Key knowledge	Development matters objectives	Enhanced provision	Key Vocabulary	Key text
1	<p><b>Phonics:</b></p> <p>YR: To recognise, read, say and write individual letters: m/a/s/d/t</p> <p>YN (3&amp;4): Can retell some of a story</p> <p>YN (2&amp;3): Can listen to a simple story</p> <p><b>Maths:</b></p> <p>YR: To count to 3 and back and to count out groups of objects (1,2,3)</p> <p>YN (3&amp;4): Show 'finger numbers' up to 3 &amp; rote count to 3.</p> <p>YN (2&amp;3): To know some finger rhymes for numbers to 3.</p> <p><b>The World: Science:</b></p> <p>YR: I can name some basic parts of the body (e.g. legs, arms, head, eyes, etc) – science</p> <p>YN: I know where my head, hands, feet, arms and legs are.</p> <p><b>Geography:</b></p> <p>YR: I know who is in my family and I can talk about them (describe them)</p> <p>YN: I know I am part of my family.</p> <p><b>EAD:</b></p> <p>YR: To know how to use a pencil to draw.</p> <p>YN: I know I can make marks using a pencil.</p> <p><b>PE: Me and Myself – see scheme lesson 2: My body</b></p>	<p><b>Reception:</b></p> <p><b>Phonics: RWI</b></p> <p><b>Maths:</b> Count objects, actions and sounds and subitise.</p> <p><b>W: (geography/history and science)</b> Describe what they see, hear and feel whilst outside. Talk about members of their immediate family and community.</p> <p><b>EAD: Art:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Music: Kapow</b></p> <p><b>3-4 years old:</b></p> <p><b>Phonics:</b> Enjoy listening to longer stories and can remember much of what happens.</p> <p><b>Maths:</b> subitise 1-3, to show finger numbers up to 3.</p> <p><b>W:</b> Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life.</p> <p><b>Art:</b> Use drawing to represent ideas</p> <p><b>2-3 years old:</b></p> <p><b>Phonics:</b> Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p><b>Maths:</b> to know some finger rhymes to 3.</p> <p><b>W:</b> Make connections between the features of their family and other families. Notice differences between people.</p> <p><b>Art:</b> Start to make marks intentionally.</p>	<p><b>Maths tuff spot:</b> 5 little ducks and mummy plus nets (outdoor tuff spot) 5 frame tray with pebbles/pine cones (indoors) or 5 cars (monster trucks) linked to new pupil interests from home</p> <p><b>Tuff spot:</b> Rainbow fish story sack (add in shimmy shower art)</p>	<p>Maths: counting, subitise, number names, numbers more, less, how many?</p> <p>Books: glistening, iridescent, incandescent, gleaming, lustrous, polished, swivel, twirl, rotate, revolve, pirouette, pivot, clammy, barnacle, slippery, tangled, dancing, gloomy, shadowy, sombre, dingy, murky, unwelcoming.</p> <p>Feast, befell, mighty, craggy, meek, whimpered, ignored, impressed, slumbering</p> <p>General: family, people,</p> <p>Nursery rhyme of the week: 1,2,3,4,5 once I caught a fish live</p>	<p>Whole class book:</p>  <p>Literacy: Jane C book:</p> 

	<p><b>RE: (from the LAS)</b> I know there are different beliefs and religions.</p> <p><b>Music:</b> see KAPOW Lesson 1: Vocal Sounds</p>				
2	<p><b>Phonics:</b></p> <p>YR: To recognise, read, say and write individual letters: p/i/n/g/o</p> <p>YN (3&amp;4): To know that the title is what the book is called, to know that the author is the person who wrote the book</p> <p>YN (2&amp;3): To know (pointing) where the front cover and back cover of a story</p> <p><b>Maths:</b></p> <p>YR: To count to 4. (rote count and count out 4 objects), subitise 4, to recognise the number 4.</p> <p>YN (3&amp;4): To subitise 3 (at speed), to rote count to 4 and count out 4 objects in order.</p> <p>YN (2&amp;3): I know where there are more/less/same with objects to 3.</p> <p><b>The World: Science:</b></p> <p>YR &amp; YN: I know I see with my eyes and hear with my ears.</p> <p><b>Geography:</b></p> <p>YR &amp; YN: I know that are families are different (two mummies/two daddies/step families, etc)</p> <p><b>EAD:</b></p> <p>YR: To know that they can use different coloured crayons to add detail to their drawing (of their family members features e.g. hair colour etc)</p>	<p><b>Reception:</b></p> <p><b>Phonics: RWI</b></p> <p><b>Maths:</b> Count objects, actions, sounds and subitise. Linking the number to cardinal value</p> <p><b>W: (geography/history and science)</b> Describe what they see, hear and feel whilst outside. Talk about members of their immediate family and community.</p> <p><b>EAD: Art:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Music: Kapow:</b></p> <p><b>3-4 years old:</b></p> <p><b>Phonics:</b> To know the names of the different parts of a book.</p> <p><b>Maths:</b> subitise 1-3, to show finger numbers up to 4, rote count in order to 4, say one number for each item in order to 4</p> <p><b>W:</b> Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life. Continue developing positive attitudes about the differences between people.</p> <p><b>Art:</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>2-3 years old:</b></p> <p><b>Phonics:</b> Listen to simple stories and understand what is happening, with the help of pictures. To enjoy stories with adults.</p> <p><b>Maths:</b> to compare amounts using “lots”, “more” and “same”</p> <p><b>W:</b> Make connections between the features of their family and other families. Notice differences between people.</p> <p><b>Art:</b> Start to make marks intentionally.</p>	<p><b>Maths tuff spot:</b></p> <p>Print road numbers 1-4 off Twinkl – car tracing. Also match number of sticker dots on the cars to the right number (subitising)</p>  <p><b>Tuff spot:</b> pictures of children’s photos showing range of emotions – children match to the Colour Monster teddies. Staff to add in our pupils faces/photos of grown ups with emotions from Tapestry.</p>	<p>Maths: one, two, three, four, count, count forwards, count backwards, how many, total, altogether, five frame, cube, same, different, next, after, arrange</p> <p>Books: glistening, iridescent, incandescent, gleaming, lustrous, polished, swivel, twirl, rotate, revolve, pirouette, pivot, clammy, barnacle, slippery, tangled, dancing, gloomy, shadowy, sombre, dingy, murky, unwelcoming.</p> <p>General: eyes, ears, hear, sight, families, different, belong, feelings, emotions,</p> <p>Nursery Rhyme: two little dickie birds</p>	<p>Whole class book:</p>  <p>Literacy JC book</p> 

	<p>YN: To know that they can draw enclosed shapes to represent people e.g. body, face etc</p> <p><b>PE: Me and Myself – see scheme lesson 3:</b></p> <p><b>Music: Kapow: Lesson 2 Vocal Sounds</b></p> <p><b>RE: (from the LAS)</b> I know Christians believe God created our world (trees/nature we are noticing with seasonal changes)</p>				
3	<p><b>Phonics:</b></p> <p>YR: To recognise, read, say and write individual letters: c/k/u/b/f</p> <p>YN (3&amp;4): To know where the different parts of a book are: front and back cover, pages.</p> <p>YN (2&amp;3): To know where the pages of a book are (pointing)</p> <p><b>Maths:</b></p> <p>YR: To count to 5. (rote count and count out 5 objects), subitise 5, to recognise the number 5.</p> <p>YN (3&amp;4): To show the finger number of 5. To count 5 stationary objects.</p> <p>YN (2&amp;3): I know where there are more/less/same with objects to 3. To know how to rote count to 3.</p> <p><b>The World: Science:</b></p> <p>YR: I know where I live and what type of home I live in. I know this might be the same or different to other children in my class.</p> <p>YN: I know what type of home I live in.</p> <p><b>Geography:</b></p>	<p><b>Reception:</b></p> <p><b>Phonics: RWI</b></p> <p><b>Maths:</b> Count objects, actions, sounds and subitise. Linking the number to cardinal value</p> <p><b>W: (geography/history and science)</b></p> <p>Understand that certain places are special to different communities.</p> <p><b>EAD: Art:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Music: Kapow</b></p> <p><b>3-4 years old:</b></p> <p><b>Phonics:</b> To know the names of the different parts of a book.</p> <p><b>Maths:</b> Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p><b>W:</b> Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life. Continue developing positive attitudes about the differences between people.</p> <p><b>Art:</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>2-3 years old:</b></p>	<p><b>Tuff spot:</b> photos of the children's home stuck onto wooden blocks to make a street with cars and roads etc. Add in photos of different types of homes to the construction area.</p> <p><b>Maths tuff spot:</b></p> <p>Subitising to 5 using images</p> 	<p>Maths vocab: one, two, three, four, five, more, less, greater, more than, less than, bigger, smaller, recognise, subitise, rote</p> <p>Books: tunnel, glasses, twins, flats, houses, everyone, worry, unexpected, shrinking.</p> <p>Other: bungalow, house, flats, stairs, levels, storey, village, town, Stickney, Boston,</p> <p>Nursery rhyme of the week: Heads, Shoulders, Knees and Toes</p>	<p>Whole class book:</p>  <p>JC book:</p> 

	<p>YR&amp;YN: I know I touch with my hands, taste with my tongue and smell with my nose</p> <p><b>EAD:</b></p> <p>YR: I know that some crayons can come in different shades. Some are lighter and some are darker.</p> <p>YN: I know I can use crayons to colour in shapes that I have drawn.</p> <p><b>PE: Me and Myself – see scheme lesson 4: parts of the body</b></p> <p><b>Music: Kapow: lesson 3 Instrumental Sounds</b></p> <p><b>RE: (from the LAS)</b> To know the festivals that are special to me.</p> <p><b>RE: (from the LAS)</b> I know Christians go to church to worship.</p>	<p><b>Phonics:</b> Listen to simple stories and understand what is happening, with the help of pictures. To enjoy stories with adults.</p> <p><b>Maths:</b> to compare amounts using “lots”, “more” and “same”</p> <p><b>W:</b> Make connections between the features of their family and other families.</p> <p><b>Art:</b> Start to make marks intentionally.</p>			
4	<p><b>Phonics:</b></p> <p>YR: To recognise, read, say and write individual letters: e/l/h/sh/r</p> <p>YN (3&amp;4): I can pretend to read pointing to the words going from left to right.</p> <p>YN (2&amp;3): I know that pictures in books help me to see what is happening in the story.</p> <p><b>Maths:</b></p> <p>YR: Unit 2. Week 1: Comparing groups within 5. To compare groups of identical objects using the language more, fewer and less.</p> <p>YN (3&amp;4): I can identify the pirate numbers 1-5</p>	<p><b>Reception:</b></p> <p><b>Phonics: RWI</b></p> <p><b>Maths:</b> Comparing numbers.</p> <p><b>W: (geography/history and science)</b> Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Talk about members of their community</p> <p><b>EAD: Art:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Music: Kapow:</b></p> <p><b>3-4 years old:</b></p> <p><b>Phonics:</b> To know that print is read from left to right.</p> <p><b>Maths:</b> Recognising numerals 1-5.</p>	<p><b>Tuff spot:</b></p> <p>Zog characters on lollypop sticks, Golden stars, thermometer, plasters, wooden blocks?</p> <p><b>Maths tuff spot:</b></p>  <p>Dress up wow day – your favourite occupation</p>	<p>Maths vocab: 1, 2, 3, 4 5, more, fewer, counting/counted, represent, match, sort, compare, count, equal, less than, fewer than, greater than, more than, same, different</p> <p>Books vocab: zigzag, blue, through, rescue, tried, golden star, temperature, stethoscope, plaster, triumph, worry, unexpected, shrinking.</p> <p>General: season, Autumn, doctors, nurses, surgery, help, injury, illness, illness</p> <p>Nursery rhyme of the week: Miss Polly Had a Dolly</p>	<p>Whole class book:</p>  <p>Literacy JC book:</p>

<p>YN (2&amp;3): I know how to say some of the numbers 1-5 in sequence.</p> <p><b>The World:</b></p> <p><b>Science</b></p> <p>YR &amp; N: I know that Autumn is a season</p> <p>I know that doctors and medical nurses/dental nurses can help me when I am poorly. I know nurses can be male or female.</p> <p><b>EAD: using chalk to draw</b></p> <p>YR: I know how to draw with chalk to create different effects.</p> <p>YN: I know that chalk can smudge in water.</p> <p><b>PE: Me and Myself – see scheme lesson 5: My senses</b></p> <p><b>Music: Kapow: lesson 4 Environmental sounds</b></p> <p><b>RE: (from the LAS) I know Rev Fran is part of our community.</b></p>	<p><b>W:</b> Talk about what they see. To show interest in different occupations.</p> <p><b>Art:</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>2-3 years old:</b></p> <p><b>Phonics:</b> To understand what is happening, with the help of pictures. To enjoy stories with adults.</p> <p><b>Maths:</b> Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p><b>W:</b> Explore natural phenomena around them.</p> <p><b>Art:</b> Start to make marks intentionally.</p>	<p>Visit from a male nurse – to challenge misconception</p>		
<p>5</p> <p><b>Phonics:</b></p> <p>YR: To recognise, read, say and write individual letters: j/v/y/w/th</p> <p>YN (3&amp;4): To talk about a story they have heard with an adult using some new vocabulary.</p> <p>YN (2&amp;3): To understand what is happening, with the help of pictures. To enjoy stories with adults.</p> <p><b>Maths:</b></p> <p>YR: Unit 2. Week 2: Comparing groups within 5. To compare two groups of non-identical objects saying which group of objects has more, fewer or the same.</p>	<p><b>Reception:</b></p> <p><b>Phonics: RWI</b></p> <p><b>Maths:</b> Comparing numbers.</p> <p><b>W: (geography/history and science)</b> Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Talk about members of their community</p> <p><b>EAD: Art:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Music: Kapow:</b></p> <p><b>3-4 years old:</b></p>	<p><b>Tuff spot:</b></p> <p>Farm/harvest: lentils for grain/corn, tractors, animals, trailers, farm building,</p>  <p><b>Maths tuff spot: autumn leaves/conkers – counting and comparing.</b></p>	<p>Maths: more, fewer, same, every, counting, different, more than, fewer than, equal amount, compare</p> <p>Book: fetched, quack, duck, tired, lazy, moo, baa, cluck, tired,</p> <p>General: harvest, tractor, grain, corn, machine, store,</p> <p>Nursery rhyme of the week: Old Macdonald Had a Farm</p>	<p>Whole class book</p>  <p>Literacy JC book:</p>

<p>YN (3&amp;4): I can match the correct number to a group of non-identical objects</p> <p>YN (2&amp;3): I can say some number names in order when counting a group of non-identical objects.</p> <p><b>The World:</b></p> <p><b>Science</b></p> <p>I know some signs of Autumn (e.g. leaves changing colour and falling off the trees)</p> <p>YR &amp; N: I know that farmers grow food for us to eat.</p> <p><b>EAD:</b></p> <p>YR and YN: I know that you can use chalk to draw on paper and on the pavement/brick.</p> <p><b>PE: Me and Myself – see scheme lesson 6: on the move</b></p> <p><b>Music: Kapow: lesson 5 Nature Sounds</b></p> <p><b>RE: (from the LAS) I know Christians celebrate Harvest Festival.</b></p>	<p><b>Phonics:</b> Engage in extended conversations about stories.</p> <p><b>Maths:</b> Recognising numerals 1-5. Counting.</p> <p><b>W:</b> Talk about what they see. To show interest in different occupations.</p> <p><b>Art:</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>2-3 years old:</b></p> <p><b>Phonics:</b> To understand what is happening, with the help of pictures. To enjoy stories with adults.</p> <p><b>Maths:</b> Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p><b>W:</b> Explore natural phenomena around them.</p> <p><b>Art:</b> Start to make marks intentionally.</p>	<p>Visit from CLAAS</p>		
<p>6</p> <p><b>Phonics:</b></p> <p>YR: To recognise, read, say and write individual letters: z/ch/q/x/ng and nk</p> <p>YN (3&amp;4): I know how to “squiggle” some writing from left to right.</p> <p>YN (2&amp;3): I know how to mark make with water.</p> <p><b>Maths:</b></p> <p>YR: Unit 3: Shape: properties of 3D shapes through hands on exploration and play.</p> <p>YN (3&amp;4): I know some names of basic 2d and 3d shapes.</p>	<p><b>Reception:</b></p> <p><b>Phonics: RWI</b></p> <p><b>Maths:</b> Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p><b>W: (geography/history and science)</b> Recognise that people have different beliefs and celebrate special times (harvest)</p> <p><b>EAD: Art:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p><b>Music: Kapow:</b></p> <p><b>3-4 years old:</b></p> <p><b>Phonics:</b> Use some of their print knowledge in their early writing.</p>	<p><b>Tuff spot:</b></p> <p>When I grow up: dressing up/job role play objects.</p> <p><b>Maths tuff spot:</b></p> 	<p>Maths: roll, stack, curved, push sphere, cube, cuboid, cylinder, cone, big, little, round, flat, like a box, like a can, slides, pointy, corner, face, edges</p> <p>Book: choose, decision, why, difference, preference, wonder, imagine, characters, family, house, environment,</p> <p>General: career, job, ambition, challenge, ideas, imagination,</p> <p>Nursery rhyme of the week:</p> <p>5 little ducks</p>	<p>Class book:</p>  <p>Literacy JC book:</p> 

<p>YN (2&amp;3): I know how to use some shapes to build.</p> <p><b>The World:</b></p> <p>YR &amp; N: I know that harvest is celebrated during Autumn</p> <p>YR: I know what I would like to be when I grow up and I can talk about that job. I know my idea could be different to other people's.</p> <p>YN: To know there are different jobs (and talk about what they are).</p> <p><b>EAD: using different media</b></p> <p>YR &amp; N: I know I can use pens, crayon, chalk or paint and they will create a different effect.</p> <p><b>PE: Me and Myself – see scheme: review skills taught</b></p> <p><b>Music: Kapow:</b>  <b>RE: (from the LAS)</b> I know people with different religions have other special places to worship (e.g. gurdwara).</p>	<p><b>Maths:</b> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p><b>W:</b> Talk about what they see. To show interest in different occupations.</p> <p><b>Art:</b> Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p><b>2-3 years old:</b>  <b>Phonics:</b> Enjoy drawing freely.  <b>Maths:</b> Build with a range of resources.  <b>W:</b> Explore natural phenomena around them. Make connections between the features of their family and other families; occupations  <b>Art:</b> Start to make marks intentionally.</p>	<p>Invite parents in for "when I grow up" event – a celebration of learning from this term</p>		
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