



Doing all the good we can

## EYFS Medium Term Planning Year A

Area of Learning	6.9.21	13.9.21	20.9.21	27.9.21	4.10.21	11.10.21	18.10.21	1.11.21	8.11.21	15.11.21	22.11.21	29.11.21	6.12.21	13.12.21
<b>Block Focus</b>	<b>People, Culture and Communities</b> (Geography) Mapping			<b>The Natural World</b> (Science) Animals and Plants			<b>Being Imaginative and Expressive</b> (Music)	<b>Past and Present</b> (History) Finding out about Richmond	<b>Creating with Materials</b> (Art)	<b>Technology and E Safety</b> (Computing)	<b>People, Culture and Communities</b> (R.E)			
<b>Seasons and Celebration Stimulus</b>				<b>Harvest Festival</b> <b>People Who Help Us (incl. Dentist)</b> <b>Soup and Bread</b> <b>Halloween</b>				<b>Bonfire Night story</b> <b>Remembrance</b> <b>Divali</b>			<b>St Andrews Day</b> <b>Christmas</b> <b>Hannukah</b>			
<b>R.E</b>	<b>Understanding Christianity Folder</b> Creation F1  F2 Which people are special and why?							<b>Understanding Christianity Folder</b> Incarnation F2  F1 Which stories are special and why?						
<b>Christian Values</b>	Generosity							Compassion						



Pirate Stories

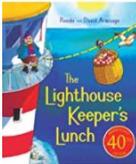


Journey stories e.g. Rosie's Walk,

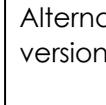
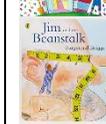
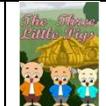
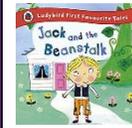


Farming

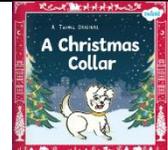
Being healthy/healthy eating/looking after our bodies



Fairy Stories



Alternative versions of FT



**C & L**  
 Listening,  
 Attention and  
 Understanding

Listens to others in one-to-one or small groups, when conversation interests them.  
**Focusing attention- can still listen or do but can change their own focus of attention.**  
**Is able to follow directions.**  
 Understands the use of objects.  
 Responds to instructions with more elements.

**C&L**  
 Speaking

Builds up vocabulary that reflects the breadth of their experiences  
**Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle**

Listens to favourite stories with increasing attention and recall.  
**Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.**  
 Shows understanding of prepositions.  
**Beginning to understanding why and how questions.**

Able to use language in recalling past experiences  
 Can retell a simple past event in correct order (e.g. went down slide, hurt finger)

	<p><b>Beginning to use more complex sentences to link thoughts (e.g. using and, because)</b>          Uses intonation, rhythm and phrasing to make the meaning clear to others  <b>Talks more extensively about things that are of particular importance to them</b></p>	<p><b>Uses talk to explain what is happening and anticipate what might happen next</b>  <b>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</b>          Beginning to use a range of tenses (e.g. play, playing, will play, played)</p>
<p><b>P,S and E D</b>          Self Regulation</p>	<p>Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self doubt.  <b>Talks about how others may be feeling according to their understanding of the other person's needs and wants.</b></p>	<p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.  <b>Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others.</b></p>
<p><b>P,S and E D</b>          Managing Self</p>	<p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.  <b>Enjoys a sense of belonging through being involved in daily tasks. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</b>  <b>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</b>          Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely  <b>Can wash and can dry hands effectively and understands why this is important •</b>  <b>Can name and identify different parts of the body</b></p>	<p>Is sensitive to other's messages of appreciation or criticism.  <b>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.</b> Observes and can describe in words or actions the effects of physical activity on their bodies.          Observes and controls breath, able to take deep breaths, scrunching and releasing the breath          Willing to try a range of different textures and tastes and expresses a preference.          Can mirror the playful actions or movements of another adult or child  <b>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</b>   <b>Knows that information can be retrieved from digital devices and the internet.</b></p>
<p><b>P,S and E D</b>          Building Relationships</p>	<p>Seeks out companionship with adults and other children, sharing experiences and play.          Uses their experiences of adult behaviours to guide their social relationships and interactions.  <b>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join other's play.</b></p>	<p>Shows increasing consideration of other people's needs and gradually more impulse control.  <b>Practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving.</b></p>
<p><b>PD</b>          Gross Motor Skills</p>	<p><b>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</b>          Creates lines and circles pivoting from the shoulder and elbow</p>	<p><b>Climbs stairs, steps and moves across climbing equipment using alternate feet.</b>  <b>Maintains balance using hands and body to stabilise</b>  <b>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</b></p>



		<p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p>
<p><b>PD</b> Fine Motor Skills</p>	<p><b>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</b></p>	<p><b>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</b></p>
<p><b>L</b> Comprehension</p>	<p><b>Listen and enjoy sharing a range of books.</b> <b>Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover.</b> <b>Know that print carries meaning and in English, is read from left to right and top to bottom.</b></p> <p>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>Engage in conversation and can answer questions when reading wordless fiction and nonfiction books.</p> <p><b>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</b></p> <p><b>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences</b></p>
<p><b>L</b> Word Reading</p>	<p><b>Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</b> <b>Shows interest in illustrations and words in print and digital books and words in the environment</b></p> <p>Recognises familiar words and signs such as <b>own name</b>, advertising logos and screen icons</p>	<p><b>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</b></p> <p>Begins to be aware of the way stories are structured, and to tell own stories Talks about events and principal characters in stories and suggests how the story might end Looks at and enjoys print and digital books independently</p>
<p><b>L</b> Writing</p>	<p><b>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</b></p> <p>Sometimes gives meaning to their drawings and paintings Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p> <p><b>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</b></p>	<p>Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p><b>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</b></p> <p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>
<p><b>M</b> Number</p>	<p>Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same!</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p>Uses some number names and number language within play, and may show fascination with large numbers</p> <p><b>Begin to recognise numerals 0 to 10</b></p>	<p>May enjoy counting verbally as far as they can go Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Links numerals with amounts up to 5 and maybe beyond Explores using a range of their own marks and signs to which they ascribe mathematical meanings</p> <p>In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items</p>



	<p><b>Beginning to recognise that each counting number is one more than the one before</b>                  Responds to both informal language and common shape names</p> <ul style="list-style-type: none"> <li>Shows awareness of shape similarities and differences between objects</li> </ul> <p>Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes                  Attempts to create arches and enclosures when building, using trial and improvement to select blocks</p>			<p><b>Recalls a sequence of events in everyday life and stories</b></p> <p>Responds to and uses language of position and direction                  Predicts, moves and rotates objects to fit the space or create the shape they would like</p>			
<p><b>M</b>                  Number Patterns</p>	<p><b>Subitises one, two and three objects (without counting)</b>                  Creates their own spatial patterns showing some organisation or regularity                  Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)                  Joins in with simple patterns in sounds, objects, games and stories                  dance and movement, predicting what comes next                  Chooses items based on their shape which are appropriate for the child's purpose</p>			<p><b>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</b>                  Beginning to use understanding of number to solve practical problems in play and meaningful activities  <b>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</b></p>			
<p><b>U the W</b>                  Past and Present</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>			<p><b>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</b></p>		<p>Talk about why things happen and how things work.</p>	<p>Shows care and concern for living things and the environment.</p>
<p><b>U the W</b>                  People, Culture and Communities</p>	<p><i>Mapping</i>  <b>Draw information from a simple map</b>                  -children choose to draw maps from real/imaginary settings.                  -children makes observations about</p>	<p><b>Shows interests in different occupations and ways of life indoors and outdoors.</b></p>	<p>Enjoy joining in with family customs and routines.</p>	<p><b>Show interest in the lives of people who are familiar to them.</b></p>	<p><b>Enjoy joining in with family customs and routines.</b></p>	<p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound,</p>	<p><b>Enjoy joining in with family customs and routines.</b></p>



	<p>their immediate environment. -children use new and appropriate vocabulary. <i>People and Communities</i> Show interest in the lives of people who are familiar to them. <b>Remember and talk about significant events in their own experience.</b> <b>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</b></p>	<p><b>Recognise and describe special times or events for family and friends.</b></p>		<p><b>Shows interests in different occupations and ways of life indoors and outdoors.</b></p>		<p>movement or new images.</p>	
<p><b>U the W</b> The Natural World</p>		<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work <b>Developing an understanding of growth, decay and changes over time</b> Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment</p>		<p><b>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</b></p>			



<p><b>EA &amp; D</b> Creating with Materials</p>	<p>Continues to explore moving in a range of ways. Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p>Enjoys joining in with moving, dancing and ring games.</p>	<p>Continues to explore colour and how colours can be changed.</p>	<p>Uses tools for a purpose.</p>	<p>Uses various construction materials.</p>	<p>Explores and learns how sounds and movements can be changed.</p> <p>Sings familiar songs.</p> <p>Taps out simple repeated patterns.</p> <p>Develops an understanding of how to create and use sounds intentionally.</p>	<p>Plays with a range of materials to learn cause and effect.</p>	<p>Enjoys joining in with moving, dancing and ring games.</p> <p>Sings familiar songs.</p>
<p><b>EA &amp; D</b> Being Imaginative and Expressive</p>	<p>Creates sounds, movements, drawings to accompany stories.</p> <p>Plays along side children who are engaged on the same theme.</p> <p>Engages in imaginary play based on own ideas or first hand or peer experiences.</p>	<p>Experiments and creates movement in response to music, stories and ideas.</p>	<p>Notices what other children and adults do</p>	<p>Uses movement and sounds to express experiences, expertise, ideas and feelings.</p>	<p>Sings to self and make up simple songs.</p>	<p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images.</p>	<p>Uses available resources to create props or creates imaginary ones to support play.</p>

