



Doing all the good we can

EYFS Silverdale – 2yrs+ Medium Term Planning Year B Autumn

Area of Learning	5.9.22	12.9.22	19.9.22	26.10.22	3.10.22	10.10.22	17.10.21	31.10.21	7.11.21	14.11.21	21.11.21	28.11.21	5.12.21	12.12.21
EYFS Block Focus	People, Culture and Communities (R.E. and Geography) Mapping			The Natural World (Science) Animals and Plants			Being Imaginative and Expressive (Music)	Past and Present (History) Finding out about Richmond	Creating with Materials (Art)	Technology and E Safety (Computing)	People, Culture and Communities (R.E) Understanding Christianity Folder God Understanding Christianity Folder Incarnation			
Topics	Marvellous Me Me and My Family			Food and Farming			Dragons and Castles	Houses and Homes	Colour	transport	Light and Dark			
Aspirational Understanding of the World (Sticky Knowledge throughout Nursery 2 and 3 year olds) For our 2 year olds – we will provide lots of practical experiences of materials, pictures, objects etc to begin their sticky knowledge understanding.	<ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world • Know that there are different countries in the world & talk about the differences they have experienced or seen in photos • Observe and identify features in the place they live and the natural world. • Find out about their environment and talk about features they like and dislike. • Use diverse range of props, photos, books to notice & talk about similarities & differences 			<ul style="list-style-type: none"> • Observe animals closely through a variety of means e.g. magnifiers & photographs • Look at key stages of development from birth to adult • Name & identify body parts • Observe & describe in words or actions the effects of physical activity on body • Understand the key features of the life cycle of an animal • Most plants start growing from a seed or bulb • All plants need water & light to grow & survive 			Performing <ul style="list-style-type: none"> • Remember & sing familiar songs e.g. pop songs, rhymes • Taps out simple repeated rhythms • Creates sounds to accompany stories • Sing the melodic shape 	Chronological understanding <ul style="list-style-type: none"> • Retell past events in correct order • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Remembers & talks about significant times or events for family & friends • Begin to make sense of own life-story & family's history 	Drawing & Painting <ul style="list-style-type: none"> • Create closed shapes with continuous lines, & begin to use these shapes to represent objects • Begin to use a variety of drawing tools • Draw with increasing complexity & detail, such as representing a face with a circle & including details • Show different 	Safe Use <ul style="list-style-type: none"> • Know how to handle equipment safely • Begin to know that they shouldn't use devices without supervision Algorithms <ul style="list-style-type: none"> • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, 	<ul style="list-style-type: none"> • Begin to make sense of their own life story & family history • Talk about what they have experienced or seen in photos • Develop positive attitudes about the differences between people • Know some of the things that make them unique, & can talk about some of the similarities & differences in relations to friends & family • Shows interest in the lives of people who are familiar to them • Enjoys joining in with family customs & routines 			



This will provide a foundation for the sticky knowledge to develop in a meaningful way.

We aim to promote a depth of learning rather than a scatter approach.

- Observe plants closely through a variety of means e.g. magnifiers & photographs
- Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds
- Use all the senses in hands-on exploration of plants
- Understand the key features of the life cycle of a plant

(moving melody, such as up & down, down & up) of familiar songs

- Play instrument s with increasing control to express their feelings & ideas

Appraising

- Explore & learn how sounds & movements can be changed e.g. louder, quieter
- Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously
- Respond to what they have heard, expressing their thoughts & feelings

Historical Enquiry

- Question why things happened & give explanations
 - Understand why and how questions
 - Asks who, what, when & how
- Knowledge & Interpretation
- Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night
- Knowledge & Interpretation
- Develop an understanding of growth, decay and changes over time
 - Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world
 - Bring in photographs, videos, visitor
 - Preserve memories of special events e.g. make a book, video, photos
 - Share stories about people from the past who have an influence on the present
- Vocabulary
- Understand and use vocabulary such

emotions in their drawings • Explore colour & colour mixing

movements or new images

			Composing <ul style="list-style-type: none"> • Develop an understanding of how to create & use sounds intentionally • Create own songs, or improvise a song around one they know 	as: how, why, because <ul style="list-style-type: none"> • Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because 			
Seasons and Celebration Stimulus		Harvest Festival People Who Help Us (incl. Dentist) Soup and Bread	Halloween	Bonfire Night story Remembrance Divali			St Andrews Day Christmas Hannukah
Christian Values	Generosity			Compassion			
PSHE	Health and Wellbeing <ul style="list-style-type: none"> • Enjoys a sense of belonging through being involved in daily tasks • Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying hands • Make healthy choices about food, drink, activity & tooth brushing Relationships <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting • Develop appropriate ways of being assertive • Talk with others to solve conflicts • 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' feelings • Shows interest in the lives of people who are familiar to them • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Living the Wider World <ul style="list-style-type: none"> • Develop a sense of responsibility & membership of a community • Increasingly follow rules, understanding why they are important • 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 			Health and Wellbeing <ul style="list-style-type: none"> • Enjoys a sense of belonging through being involved in daily tasks • Shows confidence & self-esteem through being outgoing towards people, taking risks & trying new things or social situations & being able to express their needs & asks adults for help • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing & drying hands • Make healthy choices about food, drink, activity & tooth brushing Relationships <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting • Develop appropriate ways of being assertive • Talk with others to solve conflicts • 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' feelings • Shows interest in the lives of people who are familiar to them • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Living the Wider World <ul style="list-style-type: none"> • Develop a sense of responsibility & membership of a community • Increasingly follow rules, understanding why they are important • 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 			



Predicted
Texts/songs

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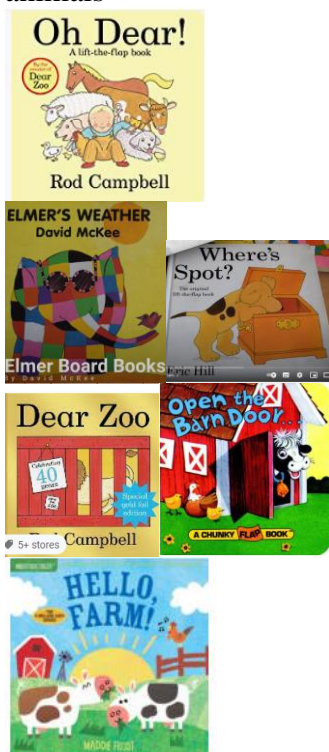
One two buckle my shoe
This old man
Heads shoulders knees and
toes
If you're happy and you
know it..

School routine- for the new starters
Sharing
Hand washing
Getting to know you (roll a ball to each other saying your name).
Pass a hand shake, smile, hug, around the circle.
Taking turn games
Happy /sad face.

Makaton – feelings – hello



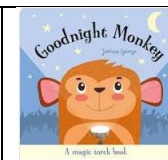
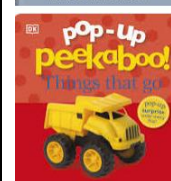
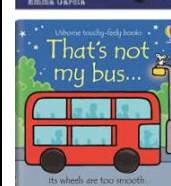
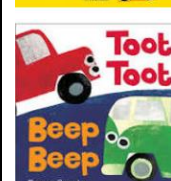
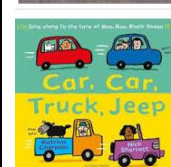
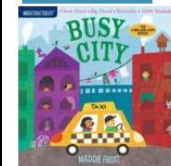
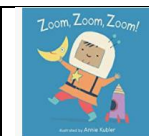
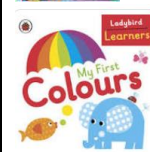
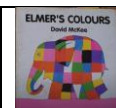
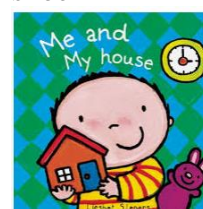
This little piggy
The Farmer is in his den
One potato, two potato,
three potato
Mr Tumble Makaton –
animals



Listen to
Puff the
Magic
Dragon



The three little
pigs
The old lady
who lived in a
shoe



C & L
Listening,
Attention
and

- Moves whole body to sounds they enjoy, such as music or a regular beat
- Concentrates intently on an object or activity of own choosing for short periods
- Pays attention to dominant stimulus – easily distracted by noises or other people talking.
- Enjoys laughing and being playful with others
- Is developing the ability to follow others' body language, including pointing and gesture
- Responds to simple questions when in a familiar context with a special person

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Understanding	(e.g. Where's Mummy?, Where's your nose?) • Understanding of single words in context is developing, e.g. cup, milk, daddy	(e.g. Where's Mummy?, Where's your nose?) • Understanding of single words in context is developing, e.g. cup, milk, daddy
C&L Speaking	<ul style="list-style-type: none"> • Uses sounds in play, e.g. brrm for toy car • Uses single words • Frequently imitates words and sounds • Enjoys babbling and increasingly experiments with using sounds • Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye) • Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest 	<ul style="list-style-type: none"> • Creates personal words as they begin to develop language
P,S and E D Self Regulation	<ul style="list-style-type: none"> • Shows a wider variety of feelings, using crying, gestures and vocalisations freely to express their needs • Begins to become aware of their emotions as the connections in the brain that make feelings conscious grow and develop • Uses familiar adult to share feelings such as excitement and for "emotional refuelling" when feeling tired or anxious • Uses a comfort object, familiar others, routines or spaces to soothe themselves, particularly when separated from their close carer 	<ul style="list-style-type: none"> • Becomes more able to adapt their behaviour and increase their participation and co-operation as they become familiar with and anticipate routine • Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy
P,S and E D Managing Self	<ul style="list-style-type: none"> • Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games • Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them • Shows separation anxiety as they become more aware of themselves as separate individuals • Shows an emerging autonomy through asserting choices and preferences such as different tastes and rejects things they do not want, for example by pushing them away • Sleeps for 11-15 hours a day with at least 2 naps • Self-soothes and is able to drop off to sleep when conditions are right for them • Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear) • Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium • Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support • Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults • Interested in making and exploring sounds with objects • Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth • Can actively cooperate with nappy changing, dressing/undressing • Starts to communicate regarding urination and bowel movement 	<ul style="list-style-type: none"> • Understands that their own voice and actions causes an effect on others, e.g. clapping hands starts a game • Shows growing self-confidence through playing freely and with involvement • Sleeps for 11-15 hours a day with at least 2 naps • Self-soothes and is able to drop off to sleep when conditions are right for them • Expresses feelings and communicates through gesture, facial expression, movements, body language and vocalisations (such as joy, distress, frustration and fear) • Shows rapid changes in energy levels, from highly active to a sudden need for adult support in order to restore equilibrium • Grasps finger foods and brings them to mouth and shares control of spoon and bottle or cup, moving towards independence with support • Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults • Interested in making and exploring sounds with objects • Generally has up to 12 teeth - willing to allow baby toothbrush to be used on teeth • Can actively cooperate with nappy changing, dressing/undressing • Starts to communicate regarding urination and bowel movement
P,S and E D Building Relationships	<ul style="list-style-type: none"> • Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs • Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something • Engages another person to help achieve a goal, e.g. to get an object out of reach • Cooperates with caregiving experiences, such as dressing • Builds relationships with special people • Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated • Is wary of unfamiliar people 	<ul style="list-style-type: none"> • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations • Closely watches others' body language to begin to understand their intentions and meaning • Is fascinated by other children, watching them and interacting with them through offering toys, food etc, and by reaching for objects that another has
PD Gross Motor Skills	<ul style="list-style-type: none"> • Belly crawling moves into crawling up on hands and knees • Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects • Sits unsupported on the floor, leaving hands free to manipulate objects with both hands • Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them • Enjoys finger and toe rhymes and games. • Pulls to standing from crawling, holding on to furniture or person for support • Walks around furniture lifting one foot and stepping sideways (cruising) • Starts walking independently on firm surfaces and later on uneven surfaces • Points with first finger, sharing attention with adult. • Starts to throw and release objects overarm. 	<ul style="list-style-type: none"> • Pushes, pulls, lifts and carries objects, moving them around and placing with intent • Climbs inside, underneath, into corners and between objects • Manipulates objects using hands singly and together, such as squeezing water out of a sponge
PD Fine Motor Skills		

	Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint • Pushes, pulls, lifts and carries objects, moving them around and placing with intent • Climbs inside, underneath, into corners and between objects • Manipulates objects using hands singly and together, such as squeezing water out of a sponge		
L Comprehension			
L Word Reading	Handles books, printed and digital reading material with interest • Responds to sounds in the environment such as cars, sirens and birds • Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments • Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes		• Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences
L Writing	• Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks		• Begins to understand the cause and effect of their actions in mark making • Knows that the marks they make are of value • Enjoys the sensory experience of making marks
M Number	Number • May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers • Looks for things which have moved out of sight Spatial awareness • Explores space around them and engages with position and direction, such as pointing to where they would like to go Shape • Stacks objects using flat surfaces • Responds to changes of shape • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles Pattern • Joins in with repeated actions in songs and stories • Initiates and continues repeated actions Measures • Shows an interest in objects of contrasting sizes in meaningful contexts • Gets to know and enjoys daily routine • Shows an interest in emptying containers	Number • May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers • Looks for things which have moved out of sight Spatial awareness • Explores space around them and engages with position and direction, such as pointing to where they would like to go Shape • Stacks objects using flat surfaces • Responds to changes of shape • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles Pattern • Joins in with repeated actions in songs and stories • Initiates and continues repeated actions Measures • Shows an interest in objects of contrasting sizes in meaningful contexts • Gets to know and enjoys daily routine • Shows an interest in emptying containers	
M Number Patterns			
U the W Past and Present			
U the W People, Culture and Communities	• Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with • Develops a sense of belonging to their family and their key carer • Recognises key people in their own lives	• Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with • Develops a sense of belonging to their family and their key carer • Recognises key people in their own lives	
U the W The Natural World	• Closely observes what animals, people and vehicles do • Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves • Looks for dropped objects • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing	• Closely observes what animals, people and vehicles do • Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves • Looks for dropped objects • Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing	
E A & D Creating with Materials	Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration	Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration	
EA & D Being Imaginative	• Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)	• Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)	

