



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	17.10.22	31.10.22	7.11.22	14.11.22	21.11.22	28.11.22	5.12.22	12.12.22
<b>EYFS Block Focus</b>	<b>People, Culture and Communities</b> (R.E. and 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>Understanding Christianity Folder -God</b> <b>Understanding Christianity Folder -Incarnation</b>			
<b>Topics</b>	Marvellous Me Me and My Family Birthdays People Who Help US			Food and Farming			Dragons and Castles	Houses and Homes	Colour	Transport	Light and Dark			
<b>Aspirational Understanding of the World (Sticky Knowledge throughout Nursery 2 and 3 year olds)</b>  <b>For our 2 year olds – we will provide lots of practical experiences of materials, pictures, objects etc to begin their sticky</b>	<ul style="list-style-type: none"> <li>Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world</li> <li>Know that there are different countries in the world &amp; talk about the differences they have experienced or seen in photos</li> <li>Observe and identify features in the place they live and the natural world.</li> <li>Find out about their environment and talk about features they like and dislike.</li> <li>Use diverse range of props, photos, books to notice &amp; talk about similarities &amp; differences</li> </ul>			<ul style="list-style-type: none"> <li>Observe animals closely through a variety of means e.g. magnifiers &amp; photographs</li> <li>Look at key stages of development from birth to adult</li> <li>Name &amp; identify body parts</li> <li>Observe &amp; describe in words or actions the effects of physical activity on body</li> <li>Understand the key features of the life cycle of an animal</li> <li>Most plants start growing from a seed or bulb</li> </ul>			<ul style="list-style-type: none"> <li>Performing</li> <li>Remember &amp; sing familiar songs e.g. pop songs, rhymes</li> <li>Taps out simple repeated rhythms</li> <li>Creates sounds to accompany stories</li> <li>Sing the melodic</li> </ul>	<ul style="list-style-type: none"> <li><b>Chronological understanding</b></li> <li>Retell past events in correct order</li> <li>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</li> <li>Remembers &amp; talks about significant times or events for family &amp; friends</li> <li>Begin to make sense of own life-</li> </ul>	<ul style="list-style-type: none"> <li><b>Drawing &amp; Painting</b></li> <li>Create closed shapes with continuous lines, &amp; begin to use these shapes to represent objects</li> <li>Begin to use a variety of drawing tools</li> <li>Draw with increasing complexity &amp; detail, such as representing a face with a circle &amp; including details</li> <li>Show</li> </ul>	<ul style="list-style-type: none"> <li><b>Safe Use</b></li> <li>Know how to handle equipment safely</li> <li>Begin to know that they shouldn't use devices without supervision</li> <li><b>Algorithms</b></li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound,</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life story &amp; family history</li> <li>Talk about what they have experienced or seen in photos</li> <li>Develop positive attitudes about the differences between people</li> <li>Know some of the things that make them unique, &amp; can talk about some of the similarities &amp; differences in relations to friends &amp; family</li> <li>Shows interest in the lives of people who are familiar to them</li> </ul>			



knowledge understanding. This will provide a foundation for the sticky knowledge to develop in a meaningful way throughout Nursery, ensuring it is remembered and built on throughout EYFS.

- All plants need water & light to grow & survive
- 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

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

- Play instruments 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

story & family's history

**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**

different emotions in their drawings

- Explore colour & colour mixing

movements or new images

- Enjoys joining in with family customs & routines

			<p>thoughts &amp; feelings</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of how to create &amp; use sounds intentionally</li> <li>• Create own songs, or improvise a song around one they know</li> </ul>		<ul style="list-style-type: none"> <li>• Understand and use vocabulary such as: how, why, because</li> <li>• Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because</li> </ul>		
<b>Seasons and Celebration Stimulus</b>	<b>People Who Help Us</b>	<b>Harvest Festival</b>	<b>Halloween</b>	<b>Bonfire Night</b>	<b>Remembrance</b>	<b>Divali</b>	<b>St Andrews Day</b> <b>Christmas</b> <b>Hannukah</b>
<b>Christian Values</b>	Generosity			Compassion			
<b>PSHE</b>	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Enjoys a sense of belonging through being involved in daily tasks • Shows confidence &amp; self-esteem through being outgoing towards people, taking risks &amp; trying new things or social situations &amp; being able to express their needs &amp; asks adults for help • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing &amp; drying hands • Make healthy choices about food, drink, activity &amp; tooth brushing</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Living the Wider World</p> <ul style="list-style-type: none"> <li>• Develop a sense of responsibility &amp; 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</li> </ul>			<p>Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Enjoys a sense of belonging through being involved in daily tasks • Shows confidence &amp; self-esteem through being outgoing towards people, taking risks &amp; trying new things or social situations &amp; being able to express their needs &amp; asks adults for help • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing &amp; drying hands • Make healthy choices about food, drink, activity &amp; tooth brushing</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Living the Wider World</p> <ul style="list-style-type: none"> <li>• Develop a sense of responsibility &amp; 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</li> </ul>			

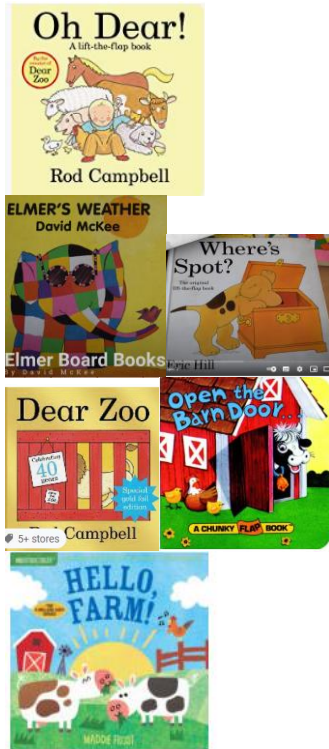
One two buckle my shoe  
This old man  
Heads shoulders knees and  
toes  
If you're happy and you  
know it..

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



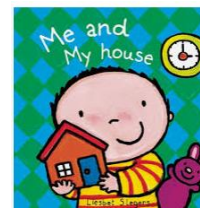
This little piggy  
The Farmer is in his den  
One potato, two potato,  
three potato  
Mr Tumble Makaton –  
animals



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

- 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

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



	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)

RICHMOND



and  
Expressive

UNIVERSITY

*Doing all the good we can*