



Doing all the good we can

## EYFS Silverdale – 2yrs+ Medium Term Planning Autumn

| Area of Learning   | 4.9.23  | 11.9.23 | 18.9.23 | 25.10.23   | 2.10.23 | 9.10.23 | 16.10.23  | 23.10.23   | 6.11.23  | 13.11.23   | 20.11.23  | 27.11.23  | 4.12.23   | 11.12.23 | 18.12.23 |
|--|---|---------|---------|--|---------|---------|---|--|--|--|---|---|---|----------|----------|
| <b>EYFS Block Focus</b>  | <b>People, Culture and Communities</b><br>(R.E. and Geography)<br>Mapping   |         |         | <b>The Natural World</b><br>(Science)<br>Animals and Plants  |         |         | <b>Being Imaginative and Expressive</b><br>(Music)  | <b>Creating with Materials</b><br>(Art)  | <b>Past and Present</b><br>(History)<br>Finding out about Richmond   | <b>Creating with Materials</b><br>(Art)  | <b>Technology and E Safety</b><br>(Computing)   | <b>Being Imaginative and Expressive</b><br>(Music)<br>Singing   | <b>People, Culture and Communities</b><br>(R.E)<br>Understanding Christianity Folder -God Understanding Christianity Folder - Incarnation |          |          |
| <b>Topics</b>  | Marvellous Me<br>Me and My Family<br>Birthdays<br>People Who Help US  |         |         | Food and Farming   |         |         | Dragons and Castles   | Autumn   | Houses and Homes   | Colour   | Transport   | Light and Dark  |   |          |          |
| <b>Aspirational Understanding of the World (Sticky Knowledge throughout Nursery 2 and 3 year olds)</b><br><br><b>For our 2 year olds – we will provide lots of practical</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> </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> </ul> |         |         | <b>Performing</b> <ul style="list-style-type: none"> <li>Remember &amp; sing familiar songs e.g. pop songs, rhymes</li> <li>Taps out simple repeated rhythms</li> </ul> | <b>Drawing &amp; Painting</b> <ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, &amp; begin to use these shapes to represent objects</li> <li>Begin to use</li> </ul> | <b>Chronological understanding</b> <ul style="list-style-type: none"> <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> </ul> | <b>Drawing &amp; Painting</b> <ul style="list-style-type: none"> <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</li> </ul> | <b>Safe Use</b> <ul style="list-style-type: none"> <li>Know how to handle equipment safely</li> <li>Begin to know that they shouldn't use devices without supervision</li> </ul> <b>Algorithms</b> <ul style="list-style-type: none"> <li>Shows skill in making toys</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</li> </ul> |   |          |          |



experiences of materials, pictures, objects etc to begin their sticky 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.

• Use diverse range of props, photos, books to notice & talk about similarities & differences

• 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
- 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

• Creates sounds to accompany stories

- Sing the melodic 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

a variety of drawing tools

- Draw with increasing complexity & detail, such as representing a face with a circle & including details
- Show different emotions in their drawings
- Explore colour & colour mixing

• Remembers & talks about significant times or events for family & friends

- Begin to make sense of own life-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
- 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.

increasing complexity & detail, such as representing a face with a circle & including details

- Show different emotions in their drawings
- Explore colour & colour mixing

work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images

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

|   |  |                         |   |               |   |                    |               |  |
|---|--|-------------------------|---|---------------|---|--------------------|---------------|--|
|   |  |                         | & doing it spontaneously<br>• Respond to what they have heard, expressing their thoughts & feelings<br><b>Composing</b><br>• Develop an understanding of how to create & use sounds intentionally<br>• Create own songs, or improvise a song around one they know |               | make a book, video, photos<br>• Share stories about people from the past who have an influence on the present<br><b>Vocabulary</b><br>• Understand and use vocabulary such as: how, why, because<br>• Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because   |                    |               |  |
| <b>Seasons and Celebration Stimulus</b> | <b>People Who Help Us</b>  | <b>Harvest Festival</b> | <b>Halloween</b>  | <b>Autumn</b> | <b>Bonfire Night story</b>  | <b>Remembrance</b> | <b>Divali</b> | <b>St Andrews Day</b><br><b>Christmas</b><br><b>Hannukah</b> |
| <b>Christian Values</b>                 | Generosity   |                         |   |               | Compassion  |                    |               |  |
| <b>PSHE</b>                             | Health and Wellbeing<br>• 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<br>Relationships |                         |   |               | Health and Wellbeing<br>• 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 |                    |               |  |

- 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

- 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

Relationships

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**Predicted Texts/songs**

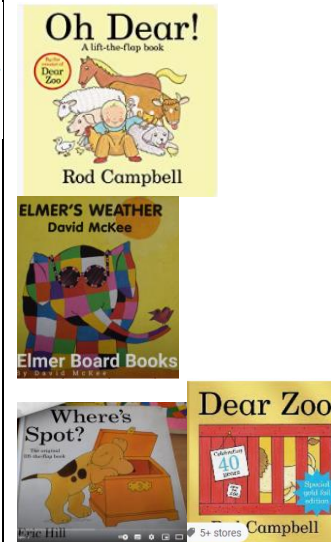
One two buckle my shoe  
 This old man  
 Heads shoulders knees and toes  
 If you're happy and you know it..

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**



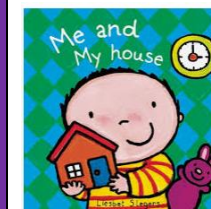
This little piggy  
 The Farmer is in his den  
 One potato, two potato,  
 three potato  
 Mr Tumble Makaton – animals

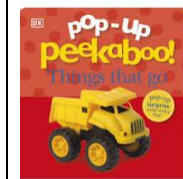
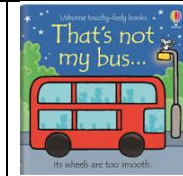
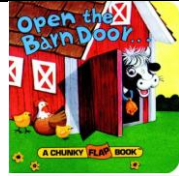
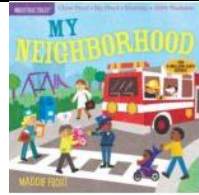


Listen to Puff the Magic Dragon



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





**C & L**  
 Listening,  
 Attention  
 and  
 Understand  
 ing

- 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 (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

- 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

**P,S and E D**  
 Self  
 Regulation

- 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

**P,S and E D**  
 Managing  
 Self

- 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

- 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 (e.g. Where's Mummy?, Where's your nose?)
- Understanding of single words in context is developing, e.g. cup, milk, daddy

- Creates personal words as they begin to develop language

- 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

- 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
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|                                    |  |  |  |  |   |
|------------------------------------|--|--|--|--|---|
|                                    |  |  |  |  | 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"> <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> <li>• Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint</li> <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> |  |  |  | <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               |  |  |  |  |   |
| 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   |  |  |  | <ul style="list-style-type: none"> <li>• Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences</li> </ul>   |
| L Writing                          | <ul style="list-style-type: none"> <li>• Begins to understand the cause and effect of their actions in mark making</li> <li>• Knows that the marks they make are of value</li> <li>• Enjoys the sensory experience of making marks</li> </ul>  |  |  |  | <ul style="list-style-type: none"> <li>• Begins to understand the cause and effect of their actions in mark making</li> <li>• Knows that the marks they make are of value</li> <li>• Enjoys the sensory experience of making marks</li> </ul>   |
| 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<br>Spatial awareness • Explores space around them and engages with position and direction, such as pointing to where they would like to go<br>Shape • Stacks objects using flat surfaces • Responds to changes of shape • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles<br>Pattern • Joins in with repeated actions in songs and stories • Initiates and continues repeated actions<br>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<br>Spatial awareness • Explores space around them and engages with position and direction, such as pointing to where they would like to go<br>Shape • Stacks objects using flat surfaces • Responds to changes of shape • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles<br>Pattern • Joins in with repeated actions in songs and stories • Initiates and continues repeated actions<br>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           |  |  |  |  |   |



|   |  |  |  |
|---|--|--|--|
| <p>U the W<br/>People,<br/>Culture<br/>and<br/>Communiti<br/>es</p> | <ul style="list-style-type: none"> <li>• Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with</li> <li>• Develops a sense of belonging to their family and their key carer</li> <li>• Recognises key people in their own lives</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with</li> <li>• Develops a sense of belonging to their family and their key carer</li> <li>• Recognises key people in their own lives</li> </ul>  |
| <p>U the W<br/>The Natural<br/>World</p>                            | <ul style="list-style-type: none"> <li>• Closely observes what animals, people and vehicles do</li> <li>• Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves</li> <li>• Looks for dropped objects</li> <li>• Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers</li> <li>• Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing</li> </ul> |  | <ul style="list-style-type: none"> <li>• Closely observes what animals, people and vehicles do</li> <li>• Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves</li> <li>• Looks for dropped objects</li> <li>• Becomes absorbed in combining objects, e.g. banging two objects or placing objects into containers</li> <li>• Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing</li> </ul> |
| <p>E A &amp; D<br/>Creating<br/>with<br/>Materials</p>              | <p>Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p>  |  | <p>Experiments with a range of media – tools, materials, sound and whole body movement -- through multi-sensory exploration</p>  |
| <p>EA &amp; D<br/>Being<br/>Imaginativ<br/>e and<br/>Expressive</p> | <ul style="list-style-type: none"> <li>• Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions (her own and others)</li> </ul>  |