



Doing all the good we can

## EYFS Nursery Medium Term Planning Year B Autumn

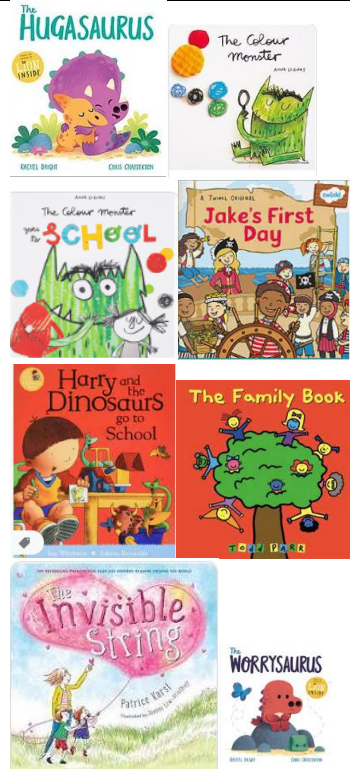
Area of Learning	4.9.23	11.9.23	18.9.23	25.10.23	2.10.23	9.10.23	16.10.23	23.10.23	6.11.23	13.11.23	20.11.23	27.11.23	4.12.23	11.12.23	18.12.23
<b>Block Focus</b>	<b>People, Culture and Communities</b> (Geography) Mapping			<b>The Natural World</b> (Science) Animals and Plants			<b>Being Imaginative and Expressive</b> (Music)	<b>Being Imaginative and Expressive (Art)</b>	<b>Past and Present</b> (History) Finding out about Richmond	<b>Creating with Materials</b> (Art)	<b>Technology and E Safety</b> (Computing)	<b>Being Imaginative and Expressive</b> (Music – Singing and Performing)	<b>People, Culture and Communities</b> (R.E) Understanding Christianity Folder God Understanding Christianity Folder Incarnation		
<b>Understanding of the World Sticky Knowledge</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>			<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> <li>Creates sounds to accompany stories</li> <li>Sing the melodic</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 increasing complexity &amp; detail,</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> <li>Remembers &amp; talks about significant times or events for family &amp; friends</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> </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 work by pressing parts or</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> <li>Creates sounds to</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</li> </ul>		

<ul style="list-style-type: none"> <li>• All plants need water &amp; light to grow &amp; survive</li> <li>• Observe plants closely through a variety of means e.g. magnifiers &amp; photographs</li> <li>• Extend vocabulary: leaves, petals, roots, bulb, trunk, branches, stem, garden plants, wild plants, seeds</li> <li>• Use all the senses in hands-on exploration of plants</li> <li>• Understand the key features of the life cycle of a plant</li> </ul>	<p>shape (moving melody, such as up &amp; down, down &amp; up) of familiar songs</p> <ul style="list-style-type: none"> <li>• Play instruments with increasing control to express their feelings &amp; ideas</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>• Explore &amp; learn how sounds &amp; movements can be changed e.g. louder, quieter</li> <li>• Notice what other children &amp; adults do, mirror what is observed, adding variations &amp; doing it spontaneously</li> <li>• Respond to what they have</li> </ul>	<p>such as representing a face with a circle &amp; including details</p> <ul style="list-style-type: none"> <li>• Show different emotions in their drawings</li> <li>• Explore colour &amp; colour mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of own life-story &amp; family's history</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Question why things happened &amp; give explanations</li> <li>• Understand why and how questions</li> <li>• Asks who, what, when &amp; how</li> </ul> <p><b>Knowledge &amp; Interpretation</b></p> <ul style="list-style-type: none"> <li>• Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</li> </ul> <p><b>Knowledge &amp; Interpretation</b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of growth, decay and changes over time</li> <li>• Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world</li> <li>• Bring in photographs, videos, visitor</li> <li>• Preserve memories of special events e.g. make a book, video, photos</li> <li>• Share stories about people from the past who have</li> </ul>	<p>Draw with increasing complexity &amp; detail, such as representing a face with a circle &amp; including details</p> <ul style="list-style-type: none"> <li>• Show different emotions in their drawings</li> <li>• Explore colour &amp; colour mixing</li> </ul>	<p>lifting flaps to achieve effects such as sound, movements or new images</p>	<p>accompany stories</p> <ul style="list-style-type: none"> <li>• Sing the melodic shape (moving melody, such as up &amp; down, down &amp; up) of familiar songs</li> </ul>	<p>relations to friends &amp; family</p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs &amp; routines</li> </ul>
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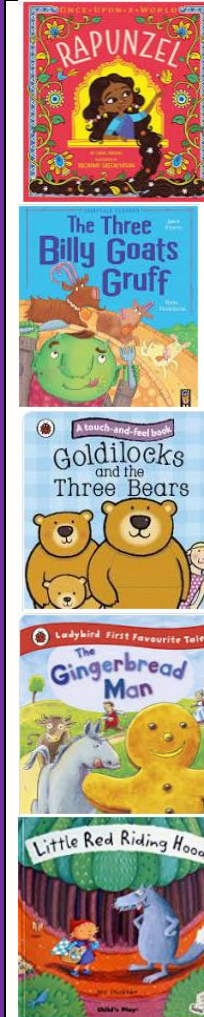
			heard, expressing their thoughts & feelings <b>Composing</b> <ul style="list-style-type: none"> <li>• Develop an understanding of how to create &amp; use sounds intentionally</li> <li>• Create own songs, or improvise a song around one they know</li> </ul>		an influence on the present <b>Vocabulary</b> <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>Amazing us! Our Families Birthdays People Who Help Us</b>	<b>Harvest Festival Black History Month</b>	<b>Halloween</b>	<b>Autumn</b>	<b>Bonfire Night story Remembrance Divali</b>			<b>St Andrews Day Christmas 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</li> <li>• 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</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing &amp; drying hands</li> <li>• 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</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk with others to solve conflicts</li> <li>• 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</li> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Knows some of the things that</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</li> <li>• 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</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing &amp; drying hands</li> <li>• 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</li> <li>• Develop appropriate ways of being assertive</li> <li>• Talk with others to solve conflicts</li> <li>• 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</li> <li>• Shows interest in the lives of</li> </ul>				

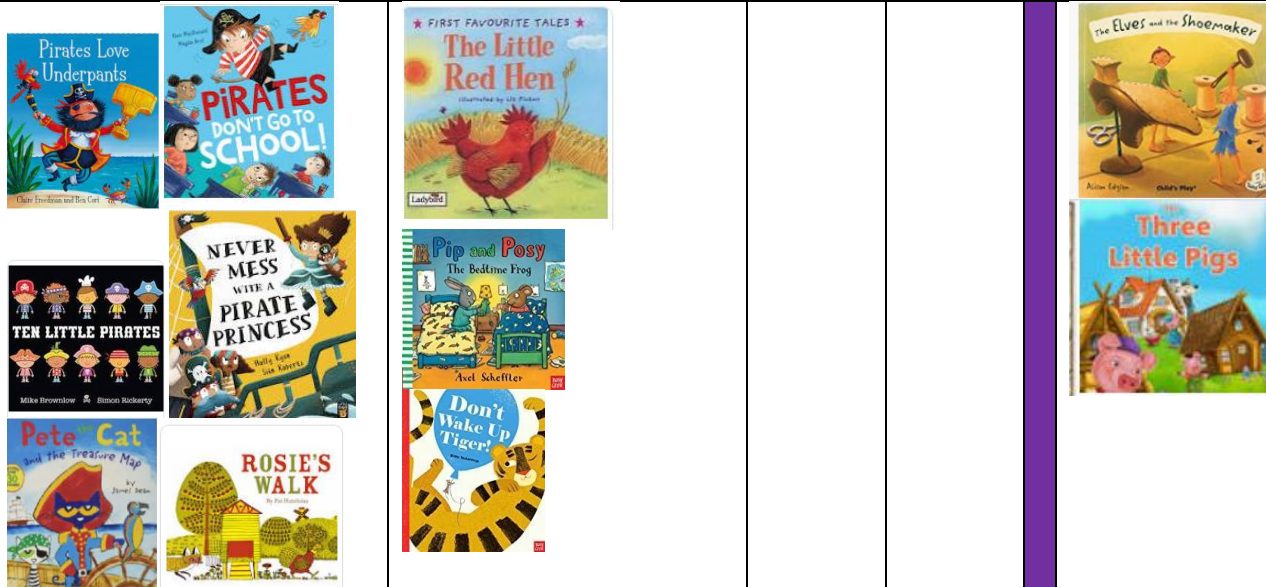
make them unique, and can talk about some of the similarities and differences in relation to friends or family  
 Living the Wider World  
 • Develop a sense of responsibility & membership of a community • Increasingly follow rules, understanding why they are important • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions

**Predicted Texts**



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





**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.

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.

**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  
 Uses talk to explain what is happening and anticipate what might happen next  
 Uses intonation, rhythm and phrasing to make the meaning clear to others  
 Talks more extensively about things that are of particular importance to them

Able to use language in recalling past experiences  
 Can retell a simple past event in correct order (e.g. went down slide, hurt finger)  
 Questions why things happen and gives explanations. Asks e.g. who, what, when, how  
 Beginning to use a range of tenses (e.g. play, playing, will play, played)  
 Beginning to use more complex sentences to link thoughts (e.g. using and, because)

**P,S and E D**  
 Self Regulation  
 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.  
 Talks about how others may be feeling according to their understanding of the other person's needs and wants.

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.



		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.
P,S and E D Managing Self	<p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers.</p> <p>Enjoys a sense of belonging through being involved in daily tasks.</p> <p>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.</p> <p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</p> <p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</p> <p>Can wash and can dry hands effectively and understands why this is important</p> <p>Can name and identify different parts of the body</p>	<p>Is sensitive to other's messages of appreciation or criticism.</p> <p>Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. Observes and can describe in words or actions the effects of physical activity on their bodies.</p> <p>Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</p> <p>Willing to try a range of different textures and tastes and expresses a preference.</p> <p>Can mirror the playful actions or movements of another adult or child</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Knows that information can be retrieved from digital devices and the internet.</p>
P,S and E D Building Relationships	<p>Seeks out companionship with adults and other children, sharing experiences and play.</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join other's play.</p>	<p>Shows increasing consideration of other people's needs and gradually more impulse control.</p> <p>Practice skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving.</p>
PD Gross Motor Skills	<p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p>	<p>Climbs stairs, steps and moves across climbing equipment using alternate feet.</p> <p>Maintains balance using hands and body to stabilise</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</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>
PD Fine Motor Skills	<p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p>	<p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p>



<p>L Comprehension</p>	<p>Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. 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.  Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.  Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences</p>
<p>L Word Reading</p>	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups. Shows interest in illustrations and words in print and digital books and words in the environment Recognises familiar words and signs such as own name, advertising logos and screen icons</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 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>L Writing</p>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings 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 Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</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 Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p>
<p>M 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! Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. Uses some number names and number language within play, and may show fascination with large numbers Begin to recognise numerals 0 to 10 Beginning to recognise that each counting number is one more than the one before Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects 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>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) 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 In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items Recalls a sequence of events in everyday life and stories  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>M Number Patterns</p>	<p>Subitises one, two and three objects (without counting) 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>Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Beginning to use understanding of number to solve practical problems in play and meaningful activities Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>			
<p>U the W 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>Talk about why things happen and how things work.</p>	<p>Shows care and concern for living things and the environment.</p>
<p>U the W People, Culture and Communiti es</p>	<p><i>Mapping</i> Draw information from a simple map -children choose to draw maps from real/imaginary settings. -children makes observations about 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. Remember and talk about significant events in their own experience. Knows some of the things that make them unique, and can talk about some of the similarities and</p>	<p>Shows interests in different occupations and ways of life indoors and outdoors.  Recognise and describe special times or events for family and friends.</p>	<p>Enjoy joining in with family customs and routines.</p>		<p>Show interest in the lives of people who are familiar to them.  Shows interests in different occupations and ways of life indoors and outdoors.</p>	<p>Enjoy joining in with family customs and routines.</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>Enjoy joining in with family customs and routines.</p>





	differences in relation to friends and family.							
U the W The Natural World		<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Talks about why things happen and how things work</p> <p>Developing an understanding of growth, decay and changes over time</p> <p>Shows care and concern for living things and the environment</p> <p>Begin to understand the effect their behaviour can have on the environment</p>				Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.		
E A & D Creating with Materials	<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>	Continues to explore colour and how colours can be changed.	Uses tools for a purpose .			Uses various construction materials.	<p>Explores and learns how sounds and movements can be changed.</p> <p>Sings familiar songs.</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>Taps out simple repeated patterns.</p> <p>Develops an understanding of how to create and use sounds intentionally.</p>		
<p>EA &amp; D 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>Experiments and creates movement in response to music, stories and ideas.</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 pressingp arts 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>

RICHMOND



METHODIST SCHOOL

*Doing all the good we can*

