




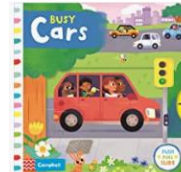
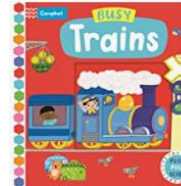
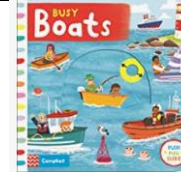
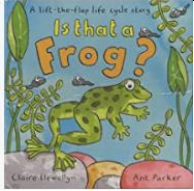


EYFS Silverdale Medium Term Planning Year B

| Area of Learning | 2.1.23 3 days | 9.1.23 | 16.1.23 | 23.1.23 | 30.1.23 | 6.2.23 | 20.2.23 | 27.2.23 | 6.3.23 | 13.3.23 | 20.3.23 | 27.3.23 |
|--------------------|--|--------|--|---|---------|--|---|---------|--|---|---------|--|
| Block Focus | The Natural World (Science) | | Technology and E Safety (Computing) And K&U of the W cont. | Past and Present (History) | | Being Imaginative and Expressive (Music) | Creating With Materials (Art) | | British Science Week - Connections | Creating With Materials (D&T) | | People, Culture and Communities (RE) |
| Themes |  Life Cycles | |  Road Safety Awareness Road safety and machines |  Mythical Creatures | | Nursery Rhymes Traditional |  Safari | |  Weather and Seasons |  Transport and Travel | |  Space |



K+U Sticky Knowledge - This is a basis for further work in N1 & 2

- Explore different habitats outdoors, e.g. scent, colour & shape of flowers attracting bees
- Observe growth & decay over time
- Begin to understand the need to respect & care for the natural environment & all living things
- Talk about what they see, using a wide vocabulary
- Understand the key features of the life cycle of a butterfly

- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
- Shows an interest in technology

- 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

- Remember & sing familiar songs e.g. pop songs, rhymes
- Taps out simple repeated rhythms
- Creates sounds to accompany stories
- Sing the melodic shape (moving melody,

- 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 emotions in their drawings
- Explore colour & colour mixing
- Explore different materials freely, in order to develop ideas about how to use them & what to make
- Join different materials & explore different

- Develop own ideas & decide which materials to use to express them
- Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces
- Use available resources to create props or create imaginary ones to support play
- Notice what other children & adults do, mirroring what is observed, adding variations & then doing it spontaneously

Salvati on Which places are special and why?

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| | <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 | <p>cal toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turn on CD player, uses a remote control, can navigate touch-capable technology with support • Know how to handle equipment safely • Begin to know that they shouldn't use devices | <ul style="list-style-type: none"> • Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how • 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 • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night • Understand and use vocabulary such as: how, why, because • Understand and use vocabulary such as: I can see, I saw, | <p>such as up & down, down & up) of familiar songs</p> <ul style="list-style-type: none"> • Play instruments with increasing control to express their feelings & ideas • 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 • Develop an understanding of how | <p>textures</p> <ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Use variety of construction materials • Join different materials & explore different textures • Develop own ideas & decide which materials to use to express them • Notice what other children & adults do, mirroring what is observed • Practise artist's techniques • Discuss likes & dislikes about artwork | | <ul style="list-style-type: none"> • Develop new skills & techniques • Use tools for a purpose • Talk about the differences between materials & changes they notice • Make healthy choices | |
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| | | | without supervision | same, different, change, what happened? Why? because | to create & use sounds intentionally <ul style="list-style-type: none"> • Create own songs, or improvise a song around one they know | | | | | | |
| Seasons and Celebration Stimulus | | | Chinese New Year | Shrove Tuesday Ash Wednesday | Valentines | | St David's Day | Purim | Holi Mother's Day | Ramadan | Easter |
| PSHE | How do we stay safe and healthy? My Marvellous Mind | | | | | How I feel Changing Me | | | | | |
| Christian Values | Perseverance | | | | | Justice | | | | | |
| C & L Listening, Attention and Understanding | <ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity • Understands different situations - able to follow routine events and activities using nonverbal cues • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group • Understands simple sentences (e.g. Throw the ball) | | | | | <ul style="list-style-type: none"> • Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations • Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations • Pays attention to own choice of activity, may move quickly from activity to activity • Understands different situations - able to follow routine events and activities using nonverbal cues • Selects familiar objects by name and will go and find objects when asked, or identify objects from a group • Understands simple sentences (e.g. Throw the ball) | | | | | |
| C&L Speaking | <ul style="list-style-type: none"> • Copies familiar expressions, e.g. Oh dear, All gone. • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) • Beginning to put two words together (e.g. Want ball, More juice) • Beginning to ask simple questions • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it | | | | | <ul style="list-style-type: none"> • Copies familiar expressions, e.g. Oh dear, All gone. • Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot) • Beginning to put two words together (e.g. Want ball, More juice) • Beginning to ask simple questions • Beginning to talk about people and things that are not present • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying Want it | | | | | |

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| <p>P,S and E D Self Regulation</p> | <ul style="list-style-type: none"> • Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking • Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries | <ul style="list-style-type: none"> • Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words • Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking • Is aware of others' feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child's excitement • Asserts their own agenda strongly and may display frustration with having to comply with others' agendas and with change and boundaries |
| <p>P,S and E D Managing Self</p> | <ul style="list-style-type: none"> • Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine • Be ready to provide the kind of recovery method that each child needs, or to support the child in managing recovery for themselves. • Continue discussions with parents about the critical nature of sufficient sleep and how to provide daytime naps. • Be responsive to and encourage each child's drive to become independent in self-care situations. • Be aware of and learn about differences in cultural attitudes to children's developing independence. • Value children's choices and encourage them to try something new and healthy. • Create rituals and rhythms around dressing and hygiene routines, so that they are anticipated, enjoyable and effective. • Help toddlers to select clothing for going outside and make sure there is ample time for changing for going out and coming back inside, so that this becomes a pleasurable part of the overall experience. • Encourage efforts such as when a young child offers their arm to put in a coat sleeve. • Discuss family expectations for toileting, since in some families and cultures young boys may be used to sitting rather than standing at the toilet. | <ul style="list-style-type: none"> • Is aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes • Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs • Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability • Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine • Be ready to provide the kind of recovery method that each child needs, or to support the child in managing recovery for themselves. • Continue discussions with parents about the critical nature of sufficient sleep and how to provide daytime naps. • Be responsive to and encourage each child's drive to become independent in self-care situations. • Be aware of and learn about differences in cultural attitudes to children's developing independence. • Value children's choices and encourage them to try something new and healthy. • Create rituals and rhythms around dressing and hygiene routines, so that they are anticipated, enjoyable and effective. • Help toddlers to select clothing for going outside and make sure there is ample time for changing for going out and coming back inside, so that this becomes a pleasurable part of the overall experience. • Encourage efforts such as when a young child offers their arm to put in a coat sleeve. • Discuss family expectations for toileting, since in some families and cultures young boys may be used to sitting rather than standing at the toilet. |
| <p>P,S and E D Building Relationship s</p> | <ul style="list-style-type: none"> • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration | <ul style="list-style-type: none"> • Explores the environment, interacts with others and plays confidently while their parent/carer or key person is close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations • Shows empathy by offering comfort that they themselves would find soothing, i.e. their dummy • Enjoys playing alone and alongside others and is also interested in being together and playing with other children • Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions • Asserts their own ideas and preferences and takes notice of other people's responses • Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration |
| <p>PD</p> | | |



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| Gross Motor Skills | <ul style="list-style-type: none"> • Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand) • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chalks etc, makes connections between their movement and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use | <ul style="list-style-type: none"> • Develops security in walking upright using feet alternately and can also run short distances • Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time • Changes position from standing to squatting and sitting with little effort • Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions • Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand) • Shows interest, dances and sings to music rhymes and songs, imitating movements of others • Can walk considerable distance with purpose, stopping, starting and changing direction • Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other • When holding crayons, chalks etc, makes connections between their movement and the marks they make • Uses gesture and body language to convey needs and interests and to support emerging verbal language use |
| PD Fine Motor Skills | | |
| L Comprehension | | |
| L Word Reading | <ul style="list-style-type: none"> • Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with actions and sounds in familiar song and book sharing experience | <ul style="list-style-type: none"> • Is interested in and anticipates books and rhymes and may have favourites • Begins to join in with actions and sounds in familiar song and book sharing experience |
| L Writing | <p>As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.</p> <ul style="list-style-type: none"> • 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 | <p>As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning. Their marks may not yet resemble letters and words but nonetheless may carry meaning for the child.</p> <ul style="list-style-type: none"> • 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 | <p>Comparison</p> <ul style="list-style-type: none"> • Responds to words like lots or more <p>Counting</p> <ul style="list-style-type: none"> • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence <p>Cardinality</p> <ul style="list-style-type: none"> • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces <p>Shape</p> <ul style="list-style-type: none"> • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create the Pattern • Becoming familiar with patterns in daily routines • Joins in with and | <p>Comparison</p> <ul style="list-style-type: none"> • Responds to words like lots or more <p>Counting</p> <ul style="list-style-type: none"> • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence <p>Cardinality</p> <ul style="list-style-type: none"> • Uses number words, like one or two and sometimes responds accurately when asked to give one or two things <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces <p>Shape</p> <ul style="list-style-type: none"> • Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create the Pattern • Becoming familiar with patterns in daily routines • Joins in with and predicts what |
| M Number Patterns | | |



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| | <p>predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys Measures • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time</p> | | | | | <p>comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys Measures • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time</p> | | |
| <p>U the W Past and Present</p> | | | | | | | | |
| <p>U the W People, Culture and Communitie s</p> | <p>• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them • Is interested in photographs of themselves and other familiar people and objects • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</p> | | | | | | | |
| <p>U the W The Natural World</p> | | | | | | <p>• Is curious and interested to explore</p> | | |



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|------------------------------------|--|--|--|--|---|--|--|--|
| | | | | | | <p>new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking • Remembers where objects belong • Matches parts of objects that fit together, e.g. puts lid on teapot</p> | | |
| E A & D Creating with Materials | | | | | <ul style="list-style-type: none"> • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Moves while | | <ul style="list-style-type: none"> • Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression • Moves while singing/vocalising, whilst listening to sounds and music, while playing with | |



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|--|--|--|--|---|---|--|--|--|
| | | | | | <p>singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</p> <ul style="list-style-type: none"> • Mirrors and improvises actions they have observed, e.g. clapping or waving • Sings/vocalises whilst listening to music or playing with instruments/sound makers • Notices and becomes interested in the transformative effect of their action on materials and resources | | <p>sound makers/instruments</p> <ul style="list-style-type: none"> • Mirrors and improvises actions they have observed, e.g. clapping or waving • Sings/vocalises whilst listening to music or playing with instruments/sound makers • Notices and becomes interested in the transformative effect of their action on materials and resources | |
| EA & D Being Imaginative and Expressive | | | | <ul style="list-style-type: none"> • Expresses self through physical actions and sound • Pretends that one object represents another, especially when objects have characteristics in common • Creates sound effects and movements, e.g. creates the sound of a car, animals | | | | |



Technology

- Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times
- Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them

