

EYFS Long Term Planning Autumn Term 1

Area of Learning	Personal, Social and Emotional	Communication and Language	Physical	Literacy	Mathematics	Understanding of the World	Expressive Art and Design	Parental engagement/ Trip
<p>Topic: What do I know about me?</p> <p>Characteristics of Learning: Playing and Exploring (engagement)</p> <p>Finding out and exploring. Showing curiosity about objects, events and people. Using senses to explore the world around them. Playing with what they know. Pretending objects are things from their experience. Representing their experiences in play Being willing to 'have a go'. Initiating activities. Seeking challenge. Showing a 'can do' attitude.</p>	<p>Initiates conversations, attends to and takes account of what others say.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Aware of the boundaries set, and of behaviour expectations.</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversations or discussions.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning of sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Shows a preference for a dominant hand.</p> <p>Usually dry and clean during the day.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Enjoys an increasing range of books.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Writes own name.</p> <p>Can segment the sounds in simple words and blend them together.</p>	<p>Recognises some numerals of personal significance. Recognises numerals 1-5. Counts up to 3 or 4 objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts out up to 6 objects from a larger group. Selects the correct numeral to represent 1-5, then 1-10 objects. Counts an irregular arrangement of up to 10 objects. Beginning to use mathematical names and terms for 2d and 3d shapes. Selects a particular named shape. Can describe their relative position eg behind/next to Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Phonics workshop</p>

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Topic: What do I know about Me?	Expressive Arts and Design Music and Art	Understanding the World:	Understanding the World: ICT	Understanding the World: People and Communities/World	Understanding the World: RE
<p>EYFS 40-60 months: Exploring & using media & materials Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Being imaginative Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Draw their face for the classroom door</p> <p>Paint – explore mixing, picture of themselves</p> <p>Draw their portrait, use wax crayons and name</p> <p>Hand and finger paints</p> <p>Shaving foam paint</p> <p>Sand tray – patterns</p> <p>Sing Nursery Rhymes</p> <p>Use shaking instruments and body percussion</p> <p>Begin to learn Jolly Phonics songs</p> <p>Salt dough letters</p> <p>Make smelly play dough</p> <p>Using the play dough</p> <p>Skeleton pictures using art straws</p>	<p>EYFS 40-60 months: Technology Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software The World Looks closely at similarities, differences, patterns and change. People & communities Enjoys joining in with family customs and routines.</p>	<p>Using a mouse</p> <p>Use camera to take photo of a friend</p> <p>Autumn</p> <p>BeeBots – functions Using the mats</p>	<p>Mirrors: similarities and differences</p> <p>Model playing in role play area.</p> <p>Senses: smell basket. Touch table. Taste</p> <p>Stories: See Library Project Box</p>	<p>Worcestershire Agreed syllabus</p> <p>Collective Worship routine</p> <p>Visit from Vicar</p>

EYFS Medium Term Planning Autumn 1

Topic: What do I know about Me?	Literacy		Mathematics		
	Reading	Writing		Number	Shape, Space, Measure
<p>EYFS: 40-60 months</p> <p>Reading</p> <p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p>Writing</p> <p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p>	<p>Letters and Sounds: Phase 1 - 7 aspects</p> <p>Recognising their names and selecting their names</p> <p>Rhyming words</p> <p>Letters and Sounds: Phase 2 recognising, saying</p> <p>Hearing initial sounds</p> <p>Blending sounds vc words</p> <p>Alphabet song</p> <p>Independent choosing and looking at books</p> <p><u>Talk for writing – nursery rhymes</u></p>	<p>Makes marks</p> <p>Tries to copy letters including their name Write their name – practice strips</p> <p>Writing area - Reads back their writing</p> <p>Role play area – diary, paper, cards</p> <p>Write vc words in books</p>	<p>EYFS: 40-60 months</p> <p>Numbers</p> <p>Recognises some numerals of personal significance. Recognises numerals 1-5. Counts up to 3 or 4 objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to 6 objects from a larger group. Selects the correct numeral to represent 1-5, then 1-10 objects. Counts an irregular arrangement of up to 10 objects. Estimates how many objects and checks by counting them. Uses the language of 'more', 'fewer' to compare 2 sets of objects. Finds the total number of items in 2 groups by counting all of them. Says the number that is 1 more than a given number. Finds 1 more or 1 less from a group of up to five objects, then 10 objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Shape, space & measure</p> <p>Beginning to use mathematical names and terms for 2d and 3d shapes. Selects a particular named shape. Can describe their relative position eg behind/next to Orders 2 or 3 items by length or height. Orders 2 items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language of time. Beginning to use everyday language of money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>	<p>Counting rhymes, songs</p> <p>Count out objects and match to numbers 1-10</p> <p>Use Numicon – recognise, order, match to numeral</p> <p>Count actions and different objects in their play</p> <p>Numbertime 1-6 and follow up activities</p>	<p>Patterns -2 objects repeating</p> <p>Positional language</p> <p>Shape pictures/light box</p>

EYFS Medium Term Planning Autumn 1

Topic: What do I know about Me?	Personal, Social, Emotional	Communication and Language		Physical: Including PE	
<p>EYFS: 40-60 months</p> <p>Making Relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, eg finding a compromise.</p> <p>Self Confidence & Self Awareness Confident to speak to others about own needs, wants, interests and opinions. Can describe self in a positive terms and talk about abilities.</p> <p>Managing Feelings & Behaviour Understands that own actions affect other people, eg becomes upset or tries to comfort another child when they realize they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, eg when someone has taken their toy.</p>	<p>What makes a good friend?</p> <p>Taking turns Sharing</p> <p>Praise</p> <p>Rainbow chart</p> <p>Green for great board</p> <p>Classroom and school routines and expectations</p>	<p>EYFS: 40-60 months</p> <p>Listening and Attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>Understanding Responds to instructions involving a two-part sequence. Understands humour eg nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversations or discussions.</p> <p>Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning of sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>Taking turns to speak</p> <p>Listen to person speaking</p> <p>Circle time</p> <p>Show and Tell</p>	<p>EYFS: 40-60 months</p> <p>Moving and Handling Experiments with different ways of moving. Jumps off an object and lands appropriately Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognizable letters. Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed.</p> <p>Health & Self Care Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>Sticky kids</p> <p>Playground markings</p> <p>Outside area construction</p> <p>Using different media eg paint, chalks, crayons</p> <p>Daily wake and shake songs</p> <p>Toilet routine Drink water regularly Healthy snacks Fruit time Classroom safety</p>

EYFS Long Term Planning Autumn 2

Area of Learning	Personal, Social and Emotional	Communication and Language	Physical	Literacy	Mathematics	Understanding of the World	Expressive Art and Design	Parental Engagement/ trips
<p>Topic: How and why do I celebrate?</p> <p>Characteristics of Learning: Playing and Exploring (engagement) Finding out and exploring. Engaging in open-ended activity Showing particular interests. Playing with what they know. Taking on a role in their play. Acting out experiences with other people. Being willing to 'have a go'. Taking a risk, engaging in new experiences and learning by trial and error.</p>	<p>Takes steps to resolve conflicts with other children, eg finding a compromise.</p> <p>Can describe self in a positive terms and talk about abilities.</p> <p>Understands that own actions affect other people, eg becomes upset or tries to comfort another child when they realize they have upset them.</p> <p>Beginning to be able to negotiate and solve problems without aggression, eg when someone has taken their toy.</p>	<p>Two-channelled attention – can listen and do for short span.</p> <p>Understands humour eg nonsense rhymes, jokes. Able to follow a story without pictures or props.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognizable letters. Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed.</p> <p>Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Begins to read words and simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Estimates how many objects and checks by counting them.</p> <p>Uses the language of 'more', 'fewer' to compare 2 sets of objects.</p> <p>Finds the total number of items in 2 groups by counting all of them.</p> <p>Says the number that is 1 more than a given number.</p> <p>Finds 1 more or 1 less from a group of up to five objects, then 10 objects.</p> <p>Orders 2 or 3 items by length or height.</p> <p>Orders 2 items by weight or capacity.</p> <p>Orders and sequences familiar events.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>Understands that different media can be combined to create new effects.</p> <p>Manipulates materials to achieve a planned effect.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Visit to Pershore Abbey</p> <p>Theatre: Pantomime</p> <p>Book and biscuit sessions</p> <p>Christmas Parent workshop</p>

EYFS Medium Term Planning Autumn 2

Topic: How and why do I celebrate?	Expressive Arts and Design: Music and Art	Understanding the World:	Understanding the World: ICT	Understanding the World: People and Communities/World	Understanding the World: RE
<p>EYFS 40-60 months: Exploring & using media & materials Begins to build a repertoire of songs and dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Being imaginative Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Dressing up and act out stories Diwali/Christmas</p> <p>Sing Nursery Rhymes Make up their own rhymes</p> <p>Use shaking instruments and body percussion</p> <p>Learn Jolly Phonics songs</p> <p>Create bonfire night pictures</p> <p>Make Christmas cards and calendars</p> <p>Christmas songs</p> <p>Role play area – Bakery</p> <p>Santa's workshop</p>	<p>EYFS 40-60 months: Technology Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software The World Looks closely at similarities, differences, patterns and change. People & communities Enjoys joining in with family customs and routines.</p>	<p>Using a mouse</p> <p>Use camera to take photo of people in school who help us.</p> <p>2simple – Firework picture</p> <p>Paint – freely about their experiences.</p> <p>BeeBots – functions Using the mats</p>	<p>Model how to play in builders yard.</p> <p>Work together to make models.</p> <p>Talk about their experiences with family and friends.</p>	<p>Worcestershire Agreed syllabus</p> <p>Collective Worship routine</p> <p>Visit to Pershore Abbey</p> <p>Remembrance</p> <p>Prepare for Christmas by learning the story and traditions.</p> <p>Diwali</p>

EYFS Medium Term Planning Autumn 2

Topic: How and why do I celebrate?	Literacy		Mathematics		
	Reading	Writing		Number	Shape, Space, Measure
<p>EYFS: 40-60 months</p> <p>Reading</p> <p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p> <p>Writing</p> <p>Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts</p>	<p>Recognising their names and selecting their names</p> <p>Rhyming words – carry on a string and match</p> <p>Letters and Sounds: Phase 2 recognising, saying, beginning to blend, writing</p> <p>Hearing initial, medial and final sounds in words</p> <p>Blending sounds vc and cvc words</p> <p>Recognise and read some tricky words</p> <p>Alphabet song</p> <p>Independent choosing and looking at books</p> <p>Nursery rhyme week</p> <p><u>Talk for writing – Gingerbread man, Stickman</u></p>	<p>Makes marks</p> <p>Write their name correctly – practice strips</p> <p>Writing area - Reads back their writing</p> <p>Role play area – diary, paper, cards, design sheets</p> <p>Write Dance</p> <p>Rainbow letters weekly and word build</p> <p>Write vc and cvc words in books</p> <p>Beginning to write short captions</p>	<p>EYFS: 40-60 months</p> <p>Numbers</p> <p>Recognises some numerals of personal significance. Recognises numerals 1-5. Counts up to 3 or 4 objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to 6 objects from a larger group. Selects the correct numeral to represent 1-5, then 1-10 objects. Counts an irregular arrangement of up to 10 objects. Estimates how many objects and checks by counting them. Uses the language of 'more', 'fewer' to compare 2 sets of objects. Finds the total number of items in 2 groups by counting all of them. Says the number that is 1 more than a given number. Finds 1 more or 1 less from a group of up to five objects, then 10 objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Shape, space & measure</p> <p>Beginning to use mathematical names and terms for 2d and 3d shapes. Selects a particular named shape. Can describe their relative position eg behind/next to Orders 2 or 3 items by length or height. Orders 2 items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language of time. Beginning to use everyday language of money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>	<p>Counting rhymes, songs</p> <p>Count to 10 and beyond accurately</p> <p>Count out objects correctly and match to numbers 1-10</p> <p>Find different ways to make a given number to 6</p> <p>Use Numicon – recognise, order, match to numeral, use to show different ways of making a number</p> <p>Count actions and different objects in their play</p> <p>Numbertime 11 - 20 and follow up activities</p>	<p>Patterns - 2 objects repeating and then more</p> <p>Positional language</p>

EYFS Medium Term Planning Autumn 2

Topic: How and why do I celebrate?	Personal, Social, Emotional	Communication and Language	Physical: Including PE
<p>EYFS: 40-60 months</p> <p>Making Relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, eg finding a compromise.</p> <p>Self Confidence & Self Awareness Confident to speak to others about own needs, wants, interests and opinions. Can describe self in a positive terms and talk about abilities.</p> <p>Managing Feelings & Behaviour Understands that own actions affect other people, eg becomes upset or tries to comfort another child when they realize they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, eg when someone has taken their toy.</p>	<p>What makes a good friend?</p> <p>Taking turns Sharing</p> <p>Praise</p> <p>Green for great board</p> <p>Classroom and school routines and expectations</p> <p>Follows classroom rules and expectations</p> <p>Resolves conflict eg finds a compromise</p>	<p>EYFS: 40-60 months</p> <p>Listening and Attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>Understanding Responds to instructions involving a two-part sequence. Understands humour eg nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversations or discussions.</p> <p>Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning of sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>EYFS: 40-60 months</p> <p>Moving and Handling Experiments with different ways of moving. Jumps off an object and lands appropriately Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognizable letters. Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed.</p> <p>Health & Self Care Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>

EYFS Long Term Planning Spring 2

Area of learning	Personal, Social and Emotional	Communication and Language	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Parental engagement / trips
<p>Topic: Are all homes the same?</p> <p>Characteristics of Learning: Active Learning – Motivation Being involved and concentrating Maintaining focus on their activity for a period of time. Showing high levels of energy, fascination. Keep on trying Persisting with activity when challenges occur. Showing a belief that more effort or a different approach will pay off. Enjoying achieving what they set out to do. Show satisfaction in meeting their own goals. Being proud of how they accomplished something – not just the end result.</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>ELG: Are confident to try new activities, and say why they like some activities more than others.</p> <p>Say when they do or don't need help.</p> <p>Work as part of a group or class, and understand and follow the rules.</p> <p>Play co-operatively, taking turns with others.</p>	<p>Able to follow story without pictures or props.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning of sounds of new words.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>ELG: Listen attentively to stories, accurately anticipating key events.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Express themselves effectively, showing awareness of listeners needs.</p>	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>ELG: Move confidently in a range of ways, safely negotiating space.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet.</p>	<p>Begins to break the flow of speech into words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding letters of the alphabet.</p> <p>Writes own name and other things such as labels, captions.</p> <p>ELG: Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>Counts objects to 10, and beginning to count beyond 10.</p> <p>Uses the language of 'more' and 'fewer' to compare 2 sets of objects.</p> <p>Finds the total number of items in two groups by counting them all.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>ELG: Count reliably with numbers from 1-20, place them in order.</p> <p>Recognise, create and describe patterns.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>ELG: Know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Recognise that a range of technology is used in places such as homes and schools.</p>	<p>Experiments to create different textures.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>ELG: Sings songs, make music and dance, and experiment with ways of changing them.</p>	<p>Book and biscuit</p> <p>Visit to the library</p> <p>Local area – walk to building site</p> <p>Writing workshop – Phase 3 focus</p>

EYFS Medium Term Planning Spring 2

Topic: Are all homes the same?	Expressive Arts and Design Music and Art	Expressive Arts and Design Construction		Understanding the World: ICT	Understanding the World: People and Communities/World	Understanding the World: RE
<p>EYFS 40-60 months: Exploring & using media & materials Begins to build a repertoire of songs and dances. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. Being imaginative Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative. ELG: Exploring & using media & materials Sings songs, make music and dance, and experiment with ways of changing them. Being imaginative Represent their own idea, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Painting – colour mixing Pigs in style of Andy Warhol</p> <p>Acting out story – puppet theatre</p>	<p>Stem challenge – making houses out of different materials (hair dryer/ballon pump/breath)</p>	<p>EYFS 40-60 months: Technology Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software The World Looks closely at similarities, differences, patterns and change. People & communities Enjoys joining in with family customs and routines.</p> <p>ELG: People and communities Know that other children don't always enjoy the same things, and are sensitive to this. The World Talk about the features in their own environment and how environments might vary from one another. Technology Recognise that arrange of technology is used in places such as homes and schools.</p>	<p>Using a mouse</p> <p>Paint – freely about their experiences.</p> <p>BeeBots – functions Using the mats</p> <p>Use ipads to complete program or take photos.</p>	<p>Model how to play in the cafe.</p> <p>Work together to make models.</p> <p>Explore their environment.</p> <p>Talk about their experiences</p>	<p>Worcestershire Agreed syllabus</p> <p>Understanding Christianity</p> <p>Collective Worship routine</p> <p>Visit to Church</p>

EYFS Medium Term Planning Spring 2

Topic: Are all homes the same?	Literacy		Mathematics		
	Reading	Writing		Number	Shape, Space, Measure
<p>EYFS: 40-60 months</p> <p>Reading Continues a rhyming string. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Knows that information can be retrieved from books and computers.</p> <p>Writing Continues a rhyming string. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding letters of the alphabet. Writes things such as labels, captions. Attempts to write short sentences in meaningful contexts</p> <p>ELG: Reading Read and understand simple sentences. Use their phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.</p> <p>Writing Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some irregular words.</p>	<p>Letters and Sounds: Phase 2 - 3</p> <p>Rhyming words – carry on a string and match</p> <p>Letters and Sounds: Phase 2: recognise, say, blend, segment and read.</p> <p>Confidently read vc and cvc words and simple captions.</p> <p>Continue to choose and look at books independently.</p> <p>Hears initial, medial and final sounds in words</p> <p>Recognise and read some irregular words</p> <p>Begin to read and understand simple sentences.</p> <p><u>Talk for writing – Three Little pigs</u></p>	<p>Writing area - Reads back their writing</p> <p>Role play area – diary, paper, cards, design sheets</p> <p>Letters and Sounds: Phase 2 recognise, say, blend, segment and write</p> <p>Write vc and cvc words</p> <p>Recognise and write some irregular words</p> <p>Beginning to write simple captions which can be read by themselves and others</p> <p>Begin to write simple sentence which can be read by themselves and others.</p>	<p>EYFS: 40-60 months</p> <p>Numbers Beginning to count beyond 10. Selects the correct numeral to represent 1-10 objects. Estimates how many objects and checks by counting them. Uses the language of 'more', 'fewer' to compare 2 sets of objects. Says the number that is 1 more than a given number. Finds 1 more or 1 less from a group of up to five objects, then 10 objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Shape, space & measure Beginning to use mathematical names and terms for 3d shapes. Orders 2 items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>ELG: Numbers Count reliably with numbers from 1-20, place them in order and say which number is 1 more or 1 less than a given number. Using quantities and objects add and subtract 2 single digit numbers and count on or back to find the answer.</p> <p>Shape, space & measure Use every day language to talk about size, weight, capacity, position, distance to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Count to 20 and beyond accurately</p> <p>Count out objects correctly and match to numbers 1-10 and then 1-20</p> <p>Find different ways to make a given number to 10</p> <p>Use Numicon – recognise, order, match to numeral, use to show different ways of making a number</p> <p>Numbertime 11 - 20 and follow up activities</p> <p>Use a number line to count on and back.</p> <p>Use a number frame to find different ways of making a number.</p> <p>Use part / whole method to find different ways of making a number.</p>	<p>Patterns - 2 objects repeating and then more</p> <p>Order items by weight and capacity</p> <p>Day/night, parts of a day, days of the week, seasons</p> <p>Use money for counting and some coin recognition</p> <p>Recognise and use common shapes.</p>

EYFS Medium Term Planning Spring 2

Topic: Are all homes the same?	Personal, Social, Emotional	Communication and Language	Physical: Including PE	
<p>EYFS: 40-60 months</p> <p>Making Relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, eg finding a compromise.</p> <p>Self Confidence & Self Awareness Confident to speak to others about own needs, wants, interests and opinions. Can describe self in a positive terms and talk about abilities.</p> <p>Managing Feelings & Behaviour Understands that own actions affect other people, eg becomes upset or tries to comfort another child when they realize they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, eg when someone has taken their toy.</p> <p>ELG: Making relationships Play cooperatively, taking turns with others. Self confidence and self awareness Are confident to try new activities, and say why they like some activities more than others. Managing feelings and behaviour. Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>What makes a good friend?</p> <p>Taking turns Sharing</p> <p>Praise</p> <p>Classroom and school routines and expectations</p> <p>Follows classroom rules and expectations</p> <p>Resolves conflict eg finds a compromise</p> <p>Uses class golden words to adults and peers</p>	<p>EYFS: 40-60 months</p> <p>Listening and Attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>Understanding Responds to instructions involving a two-part sequence. Understands humour eg nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversations or discussions.</p> <p>Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning of sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p> <p>ELG: Listening and attention Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Understanding Follow instructions involving several ideas or actions. Speaking Express themselves effectively, showing awareness of listeners' needs.</p>	<p>Taking turns to speak</p> <p>Listen to person speaking</p> <p>Circle time</p> <p>Show and Tell</p> <p>Singing rhymes and songs</p> <p>Shares books with other children independently</p> <p>Talks about their experiences</p> <p>EYFS: 40-60 months</p> <p>Moving and Handling Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognizable letters. Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed.</p> <p>Health & Self Care Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p> <p>ELG: Moving and Handling Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self care</p>	<p>Val Sabin PE units</p> <p>Fun trail</p> <p>Playground markings</p> <p>Outside area - construction</p> <p>Write Dance</p> <p>Nelson handwriting</p> <p>Using different media eg paint, chalks, crayons</p> <p>Toilet routine Drink water regularly Healthy snacks Fruit time Classroom safety</p>

Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

EYFS Long Term Planning Spring 1

Area of learning	Personal, Social and Emotional	Communication and Language	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Parental engagement/ Trips
<p>Topic: Are any giants kind and healthy?</p> <p>Characteristics of Learning. Active Learning. Not easily distracted. Paying attention to details Keep on trying. Bouncing back after difficulties. Enjoy achieving Enjoy meeting challenges for their own sake rather than external rewards or praise. Creating and Thinking Critically - thinking Having their own ideas. Thinking of ideas Finding ways to solve problems. Making Links Making links and noticing patterns in their experience. Making predictions Choosing ways to do things Planning, making decisions about how to approach a</p>	<p>ELG: Are confident to try new activities, and say why they like some activities more than others.</p> <p>Are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Say when they do or don't need help.</p> <p>Work as part of a group or class, and understand and follow the rules.</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Play co-operatively, taking turns with others.</p> <p>Take account of one another's ideas about how to</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning of sounds of new words.</p> <p>ELG: Listen attentively to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Express themselves effectively, showing awareness of listeners needs.</p>	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>ELG: Move confidently in a range of ways, safely negotiating space.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p> <p>Know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet.</p>	<p>Links sounds to letters, naming and sounding letters of the alphabet.</p> <p>Writes own name and other things such as labels, captions.</p> <p>ELG: Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Read some common irregular words.</p> <p>Write some irregular words.</p>	<p>Uses the language of 'more' and 'fewer' to compare 2 sets of objects.</p> <p>Finds the total number of items in two groups by counting them all.</p> <p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</p> <p>ELG: Count reliably with numbers from 1-20, place them in order and say which number is one more or less than a given number.</p> <p>Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer.</p> <p>Recognise, create and describe patterns.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>ELG: Talk about past and present events in their own lives and in the lives of family members.</p> <p>Know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.</p>	<p>Experiments to create different textures.</p> <p>Uses simple tools and techniques competently and appropriately.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>ELG: Sings songs, make music and dance, and experiment with ways of changing them.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Represent their own ideas, thoughts and feelings through</p>	<p>Book and biscuit</p> <p>Maths workshop</p>

task, solve a problem and reach a goal.	organise their activity.						design and technology, art, music, dance, role-play and stories.	
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EYFS Medium Term Planning Spring 1

Topic: Are any giants kind and healthy?	Personal, Social, Emotional	Communication and Language	Physical: Including PE		
<p>EYFS: 40-60 months</p> <p>Making Relationships Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, eg finding a compromise.</p> <p>Self Confidence & Self Awareness Confidence to speak to others about own needs, wants, interests and opinions.</p> <p>Managing Feelings & Behaviour Beginning to be able to negotiate and solve problems without aggression, eg when someone has taken their toy.</p> <p>ELG: Self confidence & self awareness Are confident to try new activities, and say why they like some activities more than others. Are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Say when they do or don't need help.</p> <p>Managing feelings and behaviour Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making relationships Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity.</p>	<p>Confident to try new activities.</p> <p>Taking turns Sharing</p> <p>Classroom and school routines and expectations</p> <p>Follows classroom rules and expectations</p> <p>Resolves conflict eg finds a compromise</p>	<p>EYFS: 40-60 months</p> <p>Listening and Attention Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Understanding Understands humour eg nonsense rhymes, jokes. Able to follow a story without props. Listens and responds to ideas expressed by others in conversations or discussions.</p> <p>Speaking Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>ELG: Listening and attention Listen attentively to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding Follow instructions involving several ideas or actions.</p> <p>Speaking Express themselves effectively, showing awareness of listeners needs.</p>	<p>Taking turns to speak</p> <p>Listen to person speaking</p> <p>Circle time</p> <p>Show and Tell</p> <p>Singing rhymes and songs</p> <p>Shares books with other children independently</p> <p>Talks about their experiences</p> <p>Follow instructions</p> <p>Express themselves clearly in different situations</p>	<p>EYFS: 40-60 months</p> <p>Moving and Handling Travels with confidence and skill around, under, over and through balancing and climbing equipment Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses a pencil and holds it effectively to form recognizable letters, most of which are correctly formed.</p> <p>Health & Self Care Eats a healthy range of foodstuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>ELG: Moving and handling Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self care Know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet.</p>	<p>Playground markings</p> <p>Outside area - construction</p> <p>Handwriting practise</p> <p>Using different media eg paint, chalks, crayons</p> <p>Toilet routine Drink water regularly Healthy snacks Fruit time Eating lunches Classroom safety</p>

EYFS Medium Term Planning Spring 1

EYFS Medium Term Planning Spring 1

Topic: Are any giants kind and healthy?	Literacy		Mathematics		
	Reading	Writing		Number	Shape, Space, Measure
<p>EYFS: 40-60 months</p> <p>Reading Continues a rhyming string. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.</p> <p>Writing Links sounds to letters, naming and sounding letters of the alphabet. Writes things such as labels, captions. Attempts to write short sentences in meaningful contexts</p> <p>ELG: Reading Read and understand simple sentences. Use their phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p> <p>Writing Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some irregular words. Begin to write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Letters and Sounds: Phase 2 - 3</p> <p>Rhyming words – carry on a string and match</p> <p>Letters and Sounds: Phase 2: recognise, say, blend, segment and read.</p> <p>Confidently read vc and cvc words and simple captions.</p> <p>Continue to choose and look at books independently.</p> <p>Hears initial, medial and final sounds in words</p> <p>Recognise and read some irregular words</p> <p>Begin to read and understand simple sentences.</p> <p>Predict what their chosen book is about and what may happen.</p> <p>Explain who/what the characters in their stories are and the setting.</p> <p><u>Talk for writing – Jack and the beanstalk and Smartest Giant in town</u></p>	<p>Writing area - Reads back their writing</p> <p>Role play area – diary, paper, cards, design sheets</p> <p>Letters and Sounds: Phase 2 recognise, say, blend, segment and write</p> <p>Write vc and cvc words</p> <p>Recognise and write some irregular words</p> <p>Beginning to write simple captions which can be read by themselves and others</p> <p>Begin to write simple sentence which can be read by themselves and others.</p> <p>Write for pleasure in the role play area.</p>	<p>EYFS: 40-60 months</p> <p>Numbers Beginning to count beyond 10. Selects the correct numeral to represent 1-10 objects. Estimates how many objects and checks by counting them. Uses the language of ‘more’, ‘fewer’ to compare 2 sets of objects. Says the number that is 1 more than a given number. Finds 1 more or 1 less from a group of up to five objects, then 10 objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Shape, space & measure Beginning to use mathematical names and terms for 3d shapes. Orders 2 items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.</p> <p>ELG: Numbers Count reliably with numbers from 1-20, place them in order and say which number is 1 more or 1 less than a given number. Using quantities and objects add and subtract 2 single digit numbers and count on or back to find the answer. Solve problems, including doubling and sharing.</p> <p>Shape, space & measure Use every day language to talk about size, weight, capacity, position, distance to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Count to 20 and beyond accurately</p> <p>Count out objects correctly and match to numbers 1-10 and then 1-20</p> <p>Find different ways to make a given number to 10</p> <p>Use Numicon – recognise, order, match to numeral, use to show different ways of making a number</p> <p>Use a number line to count on and back.</p> <p>Use a number frame to find different ways of making a number.</p> <p>Use part / whole method to find different ways of making a number.</p>	<p>Patterns - 2 objects repeating and then more.</p> <p>Order items by height and capacity.</p> <p>Day/night, parts of a day, days of the week, seasons.</p> <p>Recognise and use common shapes.</p>

EYFS Long Term Planning Summer Term

Area of learning	Personal, Social and Emotional	Communication and Language	Physical	Literacy	Mathematics	Understanding the World	Expressive Arts and Design	Parental engagement / trips
<p>Topic: What might you see at Sea?</p> <p>Characteristics of Learning: Creating and Thinking Critically – thinking. Having their own ideas Finding new ways to do things. Making links Testing their ideas. Developing ideas of grouping, sequences, cause and effect. Choosing ways to do thongs Checking how well their activities are going. Changing strategy as needed. Reviewing how well the approach worked.</p>	<p>ELG: Self confidence and self-awareness Are confident to try new activities, and say why they like some activities more than others. Are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. Say when they do or don't need help. Managing feelings and behaviour Talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. Work as part of a group or class, and understand and follow the rules. Adjust their behaviour to different situations, and take changes of routine in their stride. Making relationships Play co-operatively, taking turns with others. Take account of one another's ideas about how to organise their activity. Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>ELG: Listening and Attention Listen attentively in a range of situations. Listen attentively to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding Follow instructions involving several ideas or actions. Answer 'how' and 'why' questions about their experiences and in response to stories and events. Speaking Express themselves effectively, showing awareness of listeners needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events.</p>	<p>ELG: Moving and Handling Show good control and coordination in large and small movements. Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing.</p> <p>Health and self-care Know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe. Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>ELG: Reading Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p> <p>Writing Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>ELG: Numbers Count reliably with numbers from 1-20, place them in order and say which number is one more or less than a given number. Using quantities and objects, they add and subtract 2 single digit numbers and count on or back to find the answer. Shape, space and measures Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday shapes and use mathematical language to describe them.</p>	<p>ELG: People and Communities Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy the same things, and are sensitive to this. Know about the similarities and differences between themselves and others, and among families, communities and traditions. The World Talk about the features of their own immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes. Technology Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.</p>	<p>ELG: Exploring and using media and materials. Sings songs, make music and dance, and experiment with ways of changing them.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being Imaginative. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Bowbrook morning</p> <p>All Things Wild</p> <p>Transition days</p>

EYFS Medium Term Planning Summer 2

Topic: What might you see at sea?	Personal, Social, Emotional	Communication and Language	Physical: Including PE		
<p>ELG: Self-confidence and self awareness Are confident to try new activities, and say why they like some activities more than others.</p> <p>Are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Say when they do or don't need help.</p> <p>Managing Feelings and Behaviour Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Work as part of a group or class, and understand and follow the rules.</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making Relationships Play co-operatively, taking turns with others.</p> <p>Take account of one another's ideas about how to organise their activity.</p>	<p>Confident to try new activities. Talk about the things that interest them.</p> <p>Taking turns sharing.</p> <p>Initiate conversation and put forward their ideas.</p> <p>Take into account the views of others.</p> <p>Keen to answer questions in group and class discussions.</p> <p>Classroom and school routines and expectations</p> <p>Follows classroom rules and expectations</p> <p>Resolves conflict eg finds a compromise</p> <p>Show sensitivity to others' needs and feelings.</p>	<p>ELG: Listening and Attention Listen attentively in a range of situations. Listen attentively to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding Follow instructions involving several ideas or actions. Answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Speaking Express themselves effectively, showing awareness of listeners needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Encourage choosing, enjoying and listening to a range of different stories responding with relevant comments.</p> <p>Ask if they don't know the meaning of a word.</p> <p>Give their attention to others when being spoken to.</p> <p>Use the 'fantastics' from the Big Write to develop vocabulary and make lists.</p> <p>Encourage and extend their understanding by asking 'how' and 'why' questions.</p>	<p>ELG: Moving and Handling Show good control and coordination in large and small movements.</p> <p>Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing.</p> <p>Health & Self Care Know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Playground markings</p> <p>Outside area – construction, sand and water activities.</p> <p>hand writing practise.</p> <p>Using different media eg paint, chalks, crayons, water with paint brushes.</p> <p>Toilet routine Drink water regularly Healthy snacks Fruit time Eating lunches</p> <p>Classroom safety</p>

EYFS Medium Term Planning Summer 2

Topic: What might you see at sea?	Literacy		Mathematics		
	Reading	Writing	Number	Shape, Space, Measure	
<p>ELG: Reading Read and understand simple sentences. Use their phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p> <p>Writing Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some irregular words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Letters and Sounds: Phase 2 - 3</p> <p>Rhyming words – carry on a string and match</p> <p>Letters and Sounds: Phase 2 and 3: recognise, say, blend, segment and read.</p> <p>Confidently read vc and cvc words and simple captions.</p> <p>Confidently find and read words containing digraphs.</p> <p>Continue to choose and look at books independently.</p> <p>Recognise and read some irregular words</p> <p>Begin to read and understand simple sentences.</p> <p>Predict what their chosen book is about and what may happen.</p> <p>Explain who/what the characters in their stories are and the setting.</p> <p><u>Talk for writing – The rainbow fish, pirate rhyme</u></p>	<p>Writing area - Read back their writing</p> <p>Role play area – diary, paper, cards, design sheets</p> <p>Letters and Sounds: Phase 2 and 3 recognise, say, blend, segment and write sounds.</p> <p>Write vc and cvc words using phase 2 and 3.</p> <p>Read and write some irregular words</p> <p>Write simple captions which can be read by themselves and others in a variety of different contexts.</p> <p>Begin to write simple sentence which can be read by themselves and others.</p> <p>Write for pleasure in the role play area.</p>	<p>ELG: Numbers Count reliably with numbers from 1-20, place them in order and say which number is 1 more or 1 less than a given number. Using quantities and objects add and subtract 2 single digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing.</p> <p>Shape, space & measure Use every day language to talk about size, weight, capacity, position, distance to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Count to 20 and beyond accurately</p> <p>Count out objects correctly and match to numbers 1-10 and then 1-20</p> <p>Find different ways to make a given number to 10</p> <p>Use Numicon – recognise, order, match to numeral, use to show different ways of making a number</p> <p>Numbertime 11 - 20 and follow up activities</p> <p>Use a number line to count on and back.</p> <p>Use a number frame to find different ways of making a number.</p> <p>Use part / whole method to find different ways of making a number.</p>	<p>Rising Stars units</p> <p>Patterns - 2 objects repeating and then more.</p> <p>Order items by weight and capacity.</p> <p>Day/night, parts of a day, days of the week, seasons.</p> <p>Recognise and use common shapes.</p> <p>Recognise coins and count using 1p's.</p> <p>Understand the face of a clock, O'clock and half past.</p>

Topic: What might you see at sea?	Expressive Arts and Design Music and Art	Expressive Arts and Design Construction		Understanding the World: ICT	Understanding the World: People and Communities/World	Understanding the World: RE
<p>ELG: Exploring & using media & materials Sing songs, make music and dance, and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Commotion in the ocean – instruments</p> <p>Colour mixing for blue background – 2D sea scene</p>	<p>Shoe box – under water world</p> <p>Message in a bottle</p> <p>Large construction – making boats</p>	<p>ELG: People and communities Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The World Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features in their own environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.</p>	<p>Paint – freely about their experiences.</p> <p>BeeBots – functions Using the mats</p> <p>Use ipads to complete program or take photos.</p> <p>Uses torches in space tent.</p>	<p>Looking at maps and coordinates.</p> <p>Animals and habitats of different countries.</p> <p>How you travel to different places.</p>	<p>Worcestershire Agreed syllabus</p> <p>Understanding Christianity</p> <p>Collective Worship routine</p> <p>Special places for them including Pinvin church.</p>

Topic: Are all mini beasts scary?	Personal, Social, Emotional	Communication and Language		Physical: Including PE	
<p>ELG: Self-confidence and self awareness Are confident to try new activities, and say why they like some activities more than others.</p> <p>Are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>Say when they do or don't need help.</p> <p>Managing Feelings and Behaviour Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>Work as part of a group or class, and understand and follow the rules.</p> <p>Adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Making Relationships Play co-operatively, taking turns with others.</p> <p>Take account of one another's ideas about how to organise their activity.</p>	<p>Confident to try new activities. Talk about the things that interest them.</p> <p>Taking turns sharing.</p> <p>Initiate conversation and put forward their ideas.</p> <p>Take into account the views of others.</p> <p>Keen to answer questions in group and class discussions.</p> <p>Classroom and school routines and expectations</p> <p>Follows classroom rules and expectations</p> <p>Resolves conflict eg finds a compromise</p> <p>Show sensitivity to others' needs and feelings.</p>	<p>ELG: Listening and Attention Listen attentively in a range of situations. Listen attentively to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding Follow instructions involving several ideas or actions. Answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Speaking Express themselves effectively, showing awareness of listeners needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Encourage choosing, enjoying and listening to a range of different stories responding with relevant comments.</p> <p>Ask if they don't know the meaning of a word.</p> <p>Give their attention to others when being spoken to.</p> <p>Encourage and extend their understanding by asking 'how' and 'why' questions.</p>	<p>ELG: Moving and Handling Show good control and coordination in large and small movements.</p> <p>Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively, including pencils for writing.</p> <p>Health & Self Care Know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe.</p> <p>Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Playground markings</p> <p>Outside area – construction, sand and water activities.</p> <p>Hand writing practise.</p> <p>Using different media eg paint, chalks, crayons, water with paint brushes.</p> <p>Toilet routine Drink water regularly Healthy snacks Fruit time Eating lunches</p> <p>Classroom safety</p>

EYFS Medium Term Planning Summer 1

Topic: Are all mini beasts scary?	Expressive Arts and Design Music and Art	Expressive Arts and Design Construction		Understanding the World: ICT	Understanding the World: People and Communities/World	Understanding the World: RE
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EYFS Medium Term Planning Summer 1

Topic: Are all mini beasts scary?	Literacy		Mathematics		
	Reading	Writing		Number	Shape, Space, Measure
<p>ELG: Reading Read and understand simple sentences. Use their phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read.</p> <p>Writing Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some irregular words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Letters and Sounds: Phase 2 - 3</p> <p>Rhyming words – carry on a string and match</p> <p>Letters and Sounds: Phase 2 and 3: recognise, say, blend, segment and read.</p> <p>Confidently read vc and cvc words and simple captions and diagraphs.</p> <p>Continue to choose and look at books independently.</p> <p>Recognise and read some irregular words</p> <p>Make up their own stories and act out – Helicopter Stories</p> <p>Begin to read and understand simple sentences.</p> <p>Predict what their chosen book is about and what may happen.</p> <p>Explain who/what the characters in their stories are and the setting.</p> <p><u>Talk for writing – NF text, What the ladybird heard, Hungry caterpilla</u></p>	<p>Writing area - Read back their writing</p> <p>Role play area – diary, paper, cards, design sheets</p> <p>Letters and Sounds: Phase 2 and 3 recognise, say, blend, segment and write sounds.</p> <p>Write vc and cvc words using phase 2 and 3.</p> <p>Read and write some irregular words</p> <p>Write simple captions which can be read by themselves and others in a variety of different contexts.</p> <p>Begin to write simple sentence which can be read by themselves and others from pictures, topic work and their own experiences.</p> <p>Write for pleasure in the role play area.</p>	<p>ELG: Numbers Count reliably with numbers from 1-20, place them in order and say which number is 1 more or 1 less than a given number. Using quantities and objects add and subtract 2 single digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing.</p> <p>Shape, space & measure Use every day language to talk about size, weight, capacity, position, distance to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Count to 20 and beyond accurately</p> <p>Count out objects correctly and match to numbers 1-10 and then 1-20</p> <p>Find different ways to make a given number to 10</p> <p>Use Numicon – recognise, order, match to numeral, use to show different ways of making a number</p> <p>Number time 11 - 20 and follow up activities</p> <p>Use a number line to count on and back.</p> <p>Use a number frame to find different ways of making a number.</p> <p>Use part / whole method to find different ways of making a number.</p>	<p>Patterns - 2 objects repeating and then more.</p> <p>Order items by weight and capacity.</p> <p>Day/night, parts of a day, days of the week, seasons.</p> <p>Recognise and use common shapes.</p> <p>Recognise coins and count using 1p's.</p> <p>Understand the face of a clock, O'clock and half past.</p>

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<p>ELG: Exploring & using media & materials Sing songs, make music and dance, and experiment with ways of</p>	<p>With a partner make up a mini beast dance. What are mini beasts? Go on a hunt</p>	<p>Role play – animal hospital Make a web by weaving wool on a paper plate. Make and add a spider.</p>	<p>ELG: People and communities Talk about past and present events in their own lives and in the lives of family members.</p>	<p>Paint – freely about their experiences. BeeBots – functions Using the mats</p>	<p>Model how to play in the animal hospital. Work together to make models –</p>	<p>Worcestershire Agreed syllabus Understanding Christianity</p>
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<p>changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Observe and draw mini beasts.</p> <p>Make a spider from play dough.</p> <p>Paint a symmetrical butterfly. What does this mean?</p> <p>Paint a ladybird.</p>	<p>Life cycle of a butterfly.</p> <p>Make a 3-d snail on a leaf.</p> <p>Make a 3-d ladybird using paper plates. Add spots and rhyme.</p> <p>Forest school: Mini beast hunt. Build a shelter for a mini beast</p>	<p>Know that other children don't always enjoy the same things, and are sensitive to this. Know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The World Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features in their own environment and how environments might vary from one another. Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Technology Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes.</p>	<p>Use ipads to complete program or take photos.</p>	<p>Explore their environment.</p> <p>Talk about their experiences</p> <p>Forest School: Exploring Observing Sorting Collecting Making Trying new activities</p>	<p>Collective Worship routine</p> <p>Special places for them including Crowle church.</p> <p>Special people to them and Jesus as a special person.</p>
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