

EYFS Medium Term Plan Autumn 1

Reception Autumn 1 Term 1							
Role Play	Inside: Home Corner	Outside: Explorer tent	Australia				
Throughout all learning adults will ensure activities and interactions support the characteristics of learning:		Playing & Exploring: engagement, finding out & exploring; playing with what they know; being willing to have a go Active Learning: motivation, being involved & concentrating, keeping trying, enjoying achieving what they set out to do Creating & Thinking Critically: thinking, having their own ideas, making links, choosing ways to do things					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Personal, Social, Emotional Development Self - Regulation Understanding rules Managing Self Building Relationships Play with one or more other children, extending and elaborating play ideas	Self-Regulation How do we feel before/after this activity	Self-Regulation School rules	Self-Regulation	Self-Regulation think about the perspective and feelings of others	Self-Regulation	Self-Regulation Resolve conflicts Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	Self-Regulation Taking Turns
	Managing Self Familiarisation activities	Managing Self Why do we have rules?	Managing Self Manage own basic hygiene Teeth brushing	Managing Self Identify when help is needed know and talk about the different factors that support their overall health & wellbeing: sensible amount of screen time	Managing Self Follow rules without an adult reminder	Managing Self Dress & undress independently	Managing Self Dress & undress independently
	Building Relationships Join in small group play activities	Building Relationships Join in small group play activities	Building Relationships Play with one or more other children	Building Relationships Work together to create	Building Relationships Start to understand how others might be feeling	Building Relationships Can find solutions to conflicts Build constructive and respectful relationships.	Building Relationships Understand that we are members of a community
Physical Development Fine Gross	Fine Use a comfortable grip with good control when holding pens and pencils; show a preference for a	Fine Show preference for dominant hand Develop their small motor skills so that	Fine Use a comfortable grip with good control	Fine Use scissors correctly	Fine Pick up small objects using good control	Fine Use knife & fork	Fine Start to form some letters correctly Develop their small motor skills to use a range of

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	dominant hand; develop small motor control skills so they can use a range of tools competently, safely and confidently.	they can use a range of tools competently, safely; and confidently.					tools competently.
	Gross Increasing independence with coats and doing up zips Ball Skills - rolling & holding on hand	Gross Increasing independence with coats and doing up zips Ball Skills - Rolling to a partner	Gross Collaborate with others to manage larger items (obstacle course) Ball Skills - Walking & balancing a ball on hand	Gross Choose the right resources to carry out a plan Ball Skills - balancing a bean bag on palm & top of head	Gross Line up, queue & manage personal hygiene Ball Skills - running and placing bean bag on marker	Gross Increasing independence with coats and doing up zips Ball Skills - Relay - passing bean bag from plan or head	Gross Line up, queue & manage personal hygiene Ball Skills - catching large balls
Communication & Language Listening, Attention & Understanding Listening carefully; Learning & using new vocabulary Speaking Using full sentences Asking questions Learning songs/poems	Listening, Attention & Understanding Listen to animal poems/stories and understand what is happening	Listening, Attention & Understanding Listen to stories and understand what is happening	Listening, Attention & Understanding Listen carefully and understand why listening is important Learn and use new vocabulary in different contexts, articulate their ideas, use talk to work out problems and organise thinking and activities and to explain how things work and why they might happen	Listening, Attention & Understanding Follow instructions with more than one step Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Listening, Attention & Understanding Understand why questions Describe events in some detail. Engage in story times. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen.	Listening, Attention & Understanding Engage fully in stories within the class Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Listening, Attention & Understanding Listen carefully to rhymes & songs, paying attention to how they sound Learn rhymes, poems & songs Use new vocabulary, articulate ideas and thoughts in well formed sentences, use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen
	Speaking Start to develop social phrases	Speaking Use full sentences when talking to friends and adults Learn and use new and familiar vocabulary Engage in conversations about	Speaking Articulate their ideas in full sentences, Use new vocabulary in a range of contexts,	Speaking Learn new vocabulary and use it correctly	Speaking Ask why questions Use talk to help work out problems and organise thinking and activities and to explain how things work and	Speaking Join in with rhymes and songs paying attention to how they sound	Speaking Sing rhymes, poems & songs

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		texts			why they might happen.		
Literacy Word Reading Hear & say the initial sounds in words Blend sounds in words Comprehension Listen to texts Writing Write names and labels	Word Reading Phonics assessment Learn some songs/poems/rhymes	Word Reading Phonics Level 2 Week 1 s, a, t, p	Word Reading blend & read HFW is, it, in, at Phonics Level 2 Week 2 i n m d Develop phonological awareness and recognise when words have the same initial sound	Word Reading blend & read HFW is, it, in, at Phonics Level 2 Week 3 g o c k	Word Reading to & the Captions Phonics Level 2 Week 4 ck e u r	Word Reading no go I Captions Phonics Level 2 Week 5 h b f ff l ll ss	Word Reading Captions Phonics Level 2 Week 6 Assessment
	Comprehension Listen to stories/poems Recognise rhyme/alliteration	Comprehension Listen to stories - make predictions	Comprehension Listen to and retell stories	Comprehension Listen to stories Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Comprehension Listen to poems Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Comprehension Listen to non-fiction texts (instructions)	Comprehension Listen to poems
	Writing Name writing	Writing Name writing Letter formation	Writing Name writing Letter formation	Writing Name writing Letter formation Word building (resources)	Writing Name writing Letter formation Shared writing-captions	Writing Name writing Letter formation Captions	Writing Name writing Letter formation Captions
Mathematics Number Numerical Patterns Shape Space & Measure	Number	Number Compare sets & amounts	Number	Number Represent, compare & recognise the composition of 1, 2, 3	Number	Number Represent, compare & recognise the composition of 4 & 5	Number
	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns	Numerical Patterns Recognise 1 more/less to 5
	Shape Space & Measure Recognise, match & sort objects Talk about and identify the patterns around them. Extend and create ABAB patterns. Notice and correct an	Shape Space & Measure Compare size, mass & capacity Use positional language Understand positional words, describe a familiar route, discuss routes and locations	Shape Space & Measure Make simple patterns	Shape Space & Measure	Shape Space & Measure Recognise & describe circles & triangles Hear & use positional language Begin to describe a sequence of events, real or fictional, using words such as 'first',	Shape Space & Measure continue, copy and create repeating patterns	Shape Space & Measure

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	error in a repeating pattern. Continue, copy and create repeating patterns	using simple positional and directional vocabulary			'then...'		
Understanding the World	Past & Present	Past & Present	Past & Present	Past & Present	Past & Present	Past & Present	Past & Present
Past & Present People, Culture & Communities The Natural world	People, Culture & Communities Aware that they are joining a new school community Recognise similarities and differences between life in this country and life in other countries	People, Culture & Communities Recognise similarities and differences between life in this country and life in other countries recognise that people have different beliefs and celebrate special times in different ways	People, Culture & Communities Recognise similarities and differences between life in this country and life in other countries understand that some places/objects are special to members of communities	People, Culture & Communities Recognise similarities and differences between life in this country and life in other countries	People, Culture & Communities Explore similarities and difference between their life and life in another country	People, Culture & Communities Explore similarities and difference between their life and life in another country	People, Culture & Communities Explore similarities and difference between their life and life in another country
	The Natural world Explore new environments	The Natural world Understand the effect of changing seasons on the natural world around them.	The Natural world Explore the natural world around them Describe what they see, hear, and feel whilst outside Understand some important processes and changes in the natural world around them including the seasons	The Natural world Draw Information from simple maps Explore the natural world around them	The Natural world Recognise some environments that are different to the one in which they live Explore the natural world around them	The Natural world Draw information from simple maps Explore the natural world around them	The Natural world Explore the natural world around them
Expressive Arts & Design Creating with Materials Make imaginative and complex small words with blocks and	Creating with Materials Take part in pretend play representing one object for another	Creating with Materials Use blocks & construction items to create different small worlds Draw with increasing complexity - animal	Creating with Materials Develop complex stories using small world equipment Explore, use and refine a variety of artistic	Creating with Materials Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity	Creating with Materials Create collaboratively, sharing ideas, resources and skills explore, use and refine a variety of artistic	Creating with Materials Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity	Creating with Materials Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail. Explore, use and refine a variety of artistic

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<p>construction kits. Explore texture.</p> <p>Being Imaginative & Expressive</p> <p>Listen with increased attention to sounds. Respond to what they heard, expressing their thoughts and feelings. Remember and sing entire songs.</p>		<p>drawings linked to poems</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>effects to express their ideas and feeling</p>	<p>and detail. Explore, use and refine a variety of artistic effects to express their ideas and feeling</p>	<p>effects to express their ideas, use drawings to represent ideas and objects,</p>	<p>and detail. Explore, use and refine a variety of artistic effects to express their ideas and feeling</p>	<p>effects to express their ideas and feeling</p>
	<p>Being Imaginative & Expressive</p> <p>Listen to what has been heard and respond in an expressive way</p> <p>Learn songs/rhymes/poems</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making, performing solo or in groups</p>	<p>Being Imaginative & Expressive</p> <p>Sing songs & create actions to go with them</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Being Imaginative & Expressive</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Being Imaginative & Expressive</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p>Being Imaginative & Expressive</p> <p>Explore and engage in music making in a small group</p>	<p>Being Imaginative & Expressive</p>	<p>Being Imaginative & Expressive</p> <p>Share feelings about watching a performance</p>