

FS2 Medium Term Plan

Autumn Term 1 – How do I feel?

7 weeks

Key Dates/ Events:

Staggered Intake- Week1&2

RBA – Week 3/4

October - Black History Month

October – Harvest

October – EYFS Pumpkin Carving Day - Week 7

Focus Texts	Communication and Language	Personal, Social and Emotional Development	Physical Development Gross Motor	Physical Development Fine Motor	Reading	Maths
 <p>The Colour Monster Anna Serrano</p> <p>THE GRUFFALO Julia Donaldson and Axel Scheffler</p> <p>RUB'S WORRY Tom Peck</p> <p>PERFECTLY NORMAN Tom Peck</p>	<p>Listen to and follow instructions, providing they are not over-engaged in their own choice activity.</p> <p>Respond to daily stories and rhymes - introduce a storyline into their play.</p> <p>Explore the meaning of new vocabulary in context: feelings and likes / dislikes. Begin to use this vocabulary in context.</p> <p>Listen and respond to others and make relevant comments when talking about themselves and their families.</p> <p>Discuss: classroom rules, people who help us, when I grow up I want to be...</p> <p>*Daily home time story</p>	<p>Talk about our own feelings and how we make others feel?</p> <p>Use colour monsters to support this, What makes you happy, upset, excited, shocked, angry?</p> <p>Talk about the special people in our lives to others.</p> <p>What is important to you?</p> <p>What do you like and dislike?</p> <p>Introduce new areas of provision and the learning and behaviour expectations.</p>	<p>Introduce spatial awareness and moving safely in the classroom/ outdoor area</p> <p>Using various body parts and equipment outside to create large and small movements</p> <p>Explore moving in different ways: walk, run, jump, hop, skip, roll, climb, balance,</p> <p>Listen and respond to a signal when time to tidy up</p> <p>* Outdoor provision</p>	<p>Show a preference for a dominant hand.</p> <p>Using a variety of equipment to develop fine motor skills: tweezers, threading, pegs, pincer activities.</p> <p>Learn how to draw a line and circle with control.</p> <p>Using scissors to snip and follow a line</p> <p>Join and pull apart small construction resources.</p> <p>* Writing opportunities (Literacy, phonics, provision)</p>	<p>Introduce Little Wandle phase 2 single sounds, linking the sounds to letters.</p> <p>Introduce the reading scheme books</p> <p>Introduce key rings – full name and single sounds.</p> <p>Join in and listen to stories and rhymes and recall back.</p> <p>Explore a range of books in the reading areas.</p> <p>Handling them carefully and correctly.</p> <p>To talk about their selection of book and why they like it.</p> <p>*Keyrings</p> <p>*Reading book</p> <p>*Reading for pleasure book</p>	<p>Beginning to familiarise themselves with the tens structure of the number system.</p> <p>Counting up to three objects by saying one number name for each item.</p> <p>Counting to 10.</p> <p>Counting out up to 3 objects from a larger group.</p> <p>Selecting the correct numeral to represent 0-3.</p> <p>Recognising some numerals of personal significance.</p> <p>Talking about the routine of the day and using language like, before and after.</p> <p>Using comparative language such as, 'taller', 'shorter' and 'the same' to compare the differences between each other.</p> <p>Wk1&2 – staggered intake:</p>

						<p>number songs/ counting to 10</p> <p>Wk3&4 – RBA</p> <p>Wk5&6 –sorting/ comparing/ matching objects</p> <p>Wk7 – representing and comparing 1, 2, 3</p>
Writing	Understanding the World Past and Present	Understanding the World People, Culture and Communities	Understanding the World The Natural World	Expressive Arts and Design Creating with materials	Expressive Arts and Design Being Imaginative and Expressive	
<p>Develop a secure pencil grip.</p> <p>To use a variety of different media to create recognisable marks with a purpose.</p> <p>Draw pictures of themselves.</p> <p>Write their first name.</p> <p>Write recognisable letters with greater confidence.</p> <p>Write simple 2 and 3 letter words by identifying the sounds and writing the letters.</p> <p>Wk1&2 – Staggered intake</p> <p>Wk3 – Colour Monster</p> <p>Wk 4 – The Gruffalo</p> <p>Wk 5 – Ruby’s Worry</p> <p>Wk 6 – Perfectly Norman</p> <p>Wk7 – writing assessment</p>	<p>Recall past experiences linked to their summer holidays, their families, visiting a nurse or doctor.</p> <p>To use words and phrases associated with time, past and present, e.g. ‘in the past’, ‘a long time ago’, yesterday’, ‘today’, ‘tomorrow’.</p> <p>discuss our families and those special to us, events that have happened or are going to happen.</p> <p>Know and understand how some family members are older than us.</p> <p>To discuss Black History Month. Why do we celebrate it? What is it?</p>	<p>Show an interest in the lives of others who are familiar to them. To bring in baby photos from home to share with others.</p> <p>Use our experiences and that of others to learn the importance of different celebrations e.g. Harvest and Birthdays.</p> <p>Who is the oldest? Youngest?</p> <p>What can they do now that they couldn’t when they were a baby? How have they changed?</p> <p>Observe a baby and discuss differences.</p> <p>RE – Which stories are special and why?</p> <p>To talk about religious stories</p> <p>To recognise some religious words</p> <p>To identify some of their own feelings in stories they hear.</p>	<p>Looking at signs of Autumn</p>	<p>Talk about feelings and create different facial expressions using loose parts on cork placemats.</p> <p>To use pencils to draw a self-portrait.</p> <p>Use a variety of media to create sensory bottles – linked to Colour Monster emotions theme.</p> <p>Use powder paint to explore mixing colours and create a picture in the painting area.</p> <p>Selecting the correct brush.</p> <p>Mix colours to create brown to paint ‘The Gruffalo’ and use different brush strokes to create texture for his fur.</p> <p>Adult-Led Activities:</p> <p>Wk1&2 – self-portraits</p> <p>Wk3&4 – sensory bottles</p> <p>Wk5&6 – Gruffalo painting</p> <p>Wk 7 - Arcimboldo portrait painting</p>	<p>Explore the role play and small world areas to develop their imagination. Reflect and recall personal experiences: home corner, & small world tray.</p> <p>Listen to and move to a variety of music.</p> <p>Join in with familiar songs and rhymes.</p> <p>Using a variety of different construction kits to create their idea/designs.</p> <p>Music – Nursery Rhymes</p> <p>To learn a repeating song.</p> <p>To sing along to a familiar song as part of a group.</p> <p>To learn a rhythm.</p> <p>To learn actions to accompany a song.</p>	

All writing to link to JC units of work

To identify a sacred text.
To talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.
To talk about what Jesus teaches us about saying 'thank you' and why it is good to thank and be thanked.

