

AUTUMN 1

General Themes

ALL ABOUT ME



FEELINGS



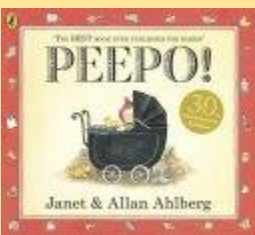
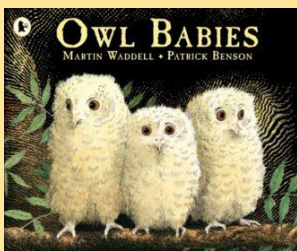
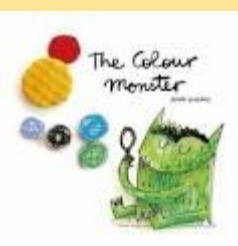
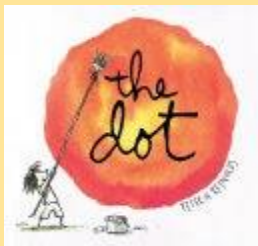
FAMILY



FRIENDS



Autumn 1 Literacy Texts



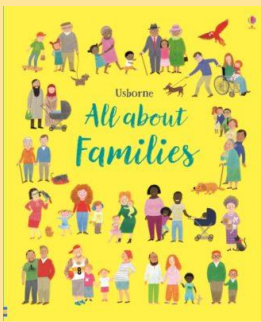
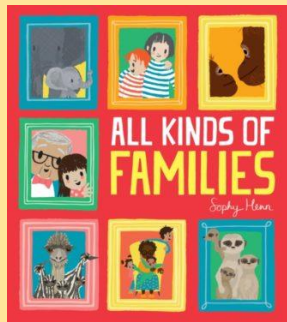
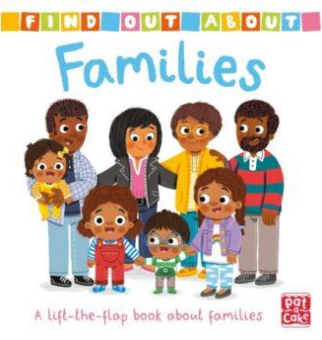
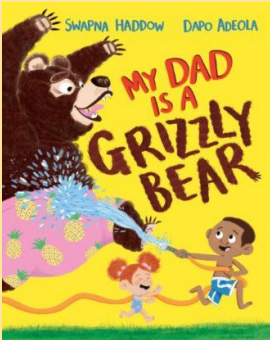
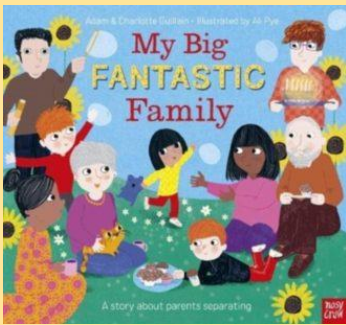
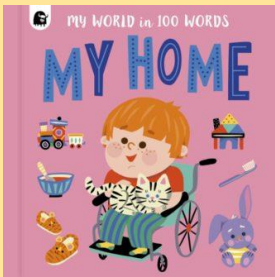
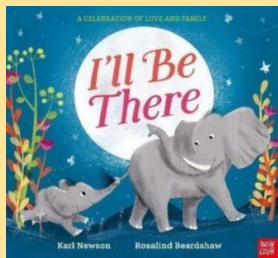
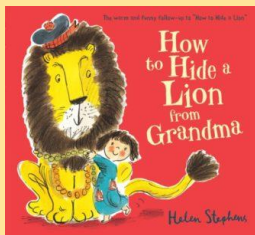
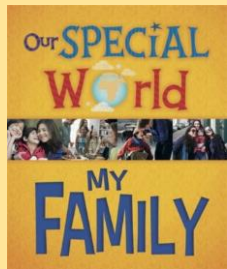
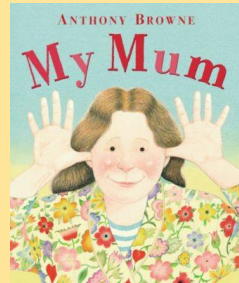
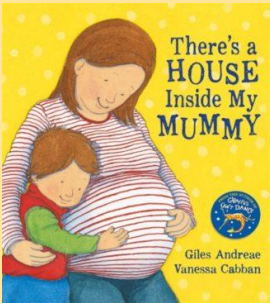
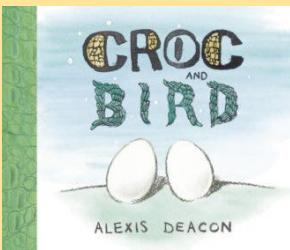
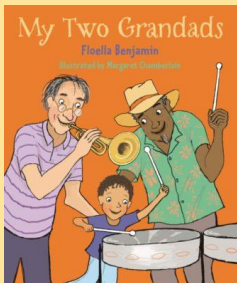
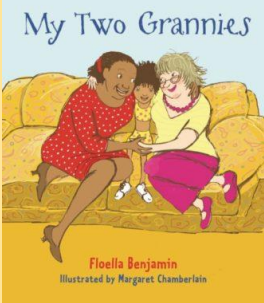
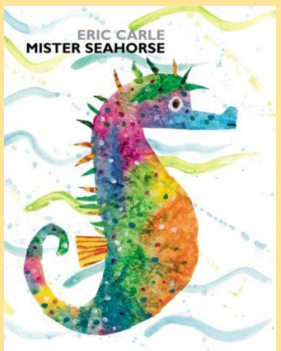
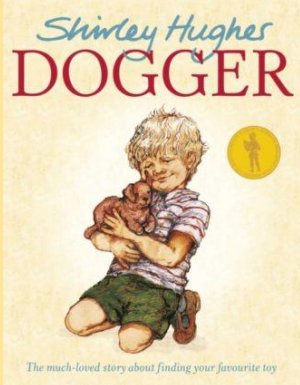
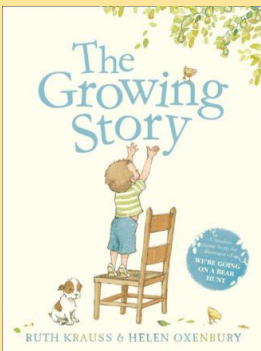
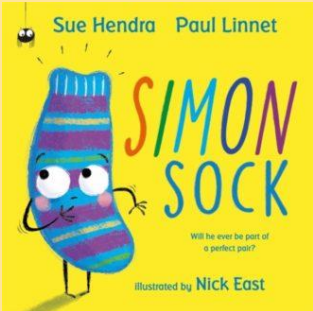
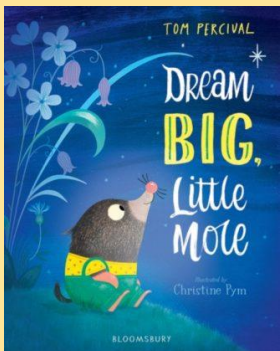
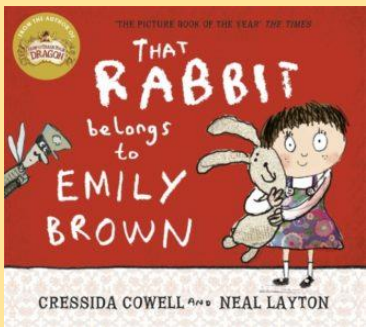
Autumn 1 Poetry Basket Poems

- Chop Chop
- Wise Old Owl
- Falling Apples
- A Basket of Apples
- Pointy Hat
- Five Little Pumpkins


Suggested Texts

Possible Books to be used / sourced, which follow themes

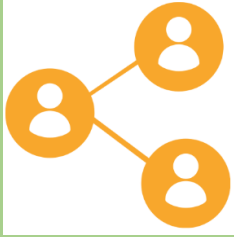
(which could be used if reflect particular interests)


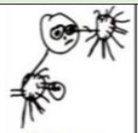


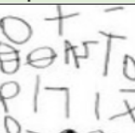
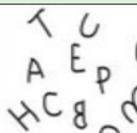
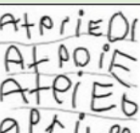
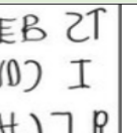
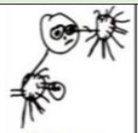


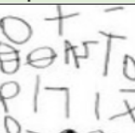
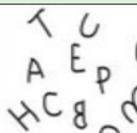
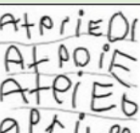
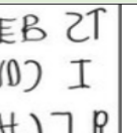
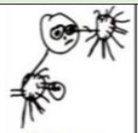


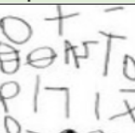
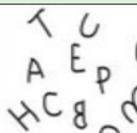
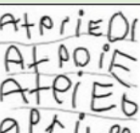
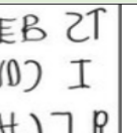


Dunnington CE Primary School – EYFS –Autumn 1 Medium Term Plan


| AREA OF LEARNING | OBJECTIVES/SKILLS | ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters) |
|--|--|--|
| <p>Communication and Language</p>  | <p>Listening: Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i></p> <p>Attention: Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i></p> <p>Respond: <i>Engage in story times.</i> Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked.</p> <p>Understanding: Follow 1 step instructions e.g., put bookbag in drawer. <i>Understand ‘why’ questions.</i></p> <p>Speaking: <i>Use sentences of 4-6 words.</i> <i>Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.</i> Begin to use social phrases e.g., ‘Good Morning!’ <i>Use talk to organise themselves and their play.</i></p> | <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day (in discussions and in conversation). • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • 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. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |

Dunnington CE Primary School – EYFS –Autumn 1 Medium Term Plan

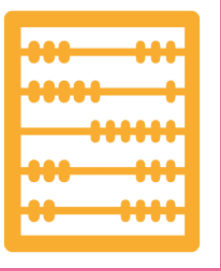


| AREA OF LEARNING | OBJECTIVES/SKILLS | ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR • (taken from Development Matters) |
|--|---|--|
| <p>Personal, Social and Emotional Development</p>  | <p>Express feelings: Aware of own feelings, can <i>talk about feelings using words like ‘happy’, ‘sad’, ‘angry’</i>. <i>Begin to understand how others might be feeling.</i> Know they can rely on their teachers, friends, and ‘buddy’ for support if they are worried. School transition.</p> <p>Manage behaviour: Can inhibit own actions, welcome distractions when upset. Understand behavioural expectations of the setting. <i>Increasingly follow rules understanding why they are important.</i></p> <p>Self-awareness: Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> <p>Independence: Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Collaboration: Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Social skills: <i>Build constructive and respectful relationships.</i> Engage in positive interactions with adults and peers. <i>Play with one or more children, extending and elaborating play ideas.</i></p> <p>Jigsaw theme – Being Me Covering – helping others feel welcome; trying to make our school community a better place; think about our right to learn; caring about others’ feelings; working well with others</p> <p>RE - Key question: Being special – where do we belong?</p> | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships (with peers and with adults) • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs: Personal hygiene |

| AREA OF LEARNING | OBJECTIVES/SKILLS | ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <div>Physical Development</div> <div></div> | <p>Fine Motor Skills: Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Complete fine motor skills baseline</p> <table><tr><th colspan="7">Assessment Pre-Phonemic Stage</th></tr><tr><th>Pictures</th><th>Random Scribbling</th><th>Scribble writing</th><th>Symbols that represent letters</th><th>Random letters</th><th>Letter Strings</th><th>Letter groups</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Picture tells a story to convey message</td><td>Starting point at any point of paper</td><td>Progression is from left to right</td><td colspan="2">Mock letters or symbols</td><td>Letter strings move from L to R and move down the page</td><td>Separated by spaces to resemble different words</td></tr></table> | Assessment Pre-Phonemic Stage | | | | | | | Pictures | Random Scribbling | Scribble writing | Symbols that represent letters | Random letters | Letter Strings | Letter groups |  |  |  |  |  |  |  | Picture tells a story to convey message | Starting point at any point of paper | Progression is from left to right | Mock letters or symbols | | Letter strings move from L to R and move down the page | Separated by spaces to resemble different words | <ul style="list-style-type: none">Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.Develop the foundations of a handwriting style which is fast, accurate and efficient. |
| | Assessment Pre-Phonemic Stage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pictures | Random Scribbling | Scribble writing | Symbols that represent letters | Random letters | Letter Strings | Letter groups | | | | | | | | | | | | | | | | | | | | | | | | |
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| Picture tells a story to convey message | Starting point at any point of paper | Progression is from left to right | Mock letters or symbols | | Letter strings move from L to R and move down the page | Separated by spaces to resemble different words | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Gross Motor Skills: Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions</p> <p>PE Hub (Body Management – Unit 1) To explore balance and managing own body including manipulating small objects To be able to stretch, reach, extend in a variety of ways and positions To be able to control their body and perform specific movements on command</p> | <ul style="list-style-type: none">Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbingProgress towards a more fluent style of moving, with developing control and grace.Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.Combine different movements with ease and fluency.Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.Develop overall body-strength, balance, co-ordination and agility.Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrianFurther develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |


Dunnington CE Primary School – EYFS –Autumn 1 Medium Term Plan

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|--|--|---|
| Literacy  | COMPREHENSION Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs, and poems. Join in with repeated refrains and key phrases. | <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Read books consistent with their phonic knowledge. |
| | WORD READING Hear general sound discrimination and be able to orally blend and segment. Phonics (Little Wandle)– Phase 2 Week 1 – s, a, t, p Week 2 – l, n, m, d Week 3 – g, o, c, k and Tricky word ‘is’ Week 4 – ck, e, u, r and Tricky word ‘I’ Week 5 – h, b, f, l and Tricky word ‘the’ | <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. • Re-read books consistent with their secure phonic knowledge to build up their confidence in word reading, their fluency and their understanding and enjoyment. |
| | WRITING Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. | <ul style="list-style-type: none"> • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. |


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| Mathematics  | <p>NCETM Mastering Number Programme</p>  <p>NCETM Mastering Number Programme will be used to cover all ‘Number’ aspects of Maths.</p> <p><u>In Autumn term:</u> Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching <p>begin to develop the language of ‘whole’ when talking about objects which have parts</p> | <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. |
| | <p>White Rose Maths</p>  <p>White Rose Maths Hub will be used to teach all aspects of Shape, Space, Measure & Patterns.</p> <p><u>In Autumn Term:</u></p> <ul style="list-style-type: none"> • Make simple patterns • Circles and triangles • Spatial awareness: Positional language • Shapes with 4 sides <p>Time: Night and Day</p> | |

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|---|--|--|
| <p>Understanding the World</p>  | <p>Chronology: Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. Begin to develop a sense of continuity and change by being able to compare characters from stories.</p> <p>Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. Comment and ask questions about their immediate environment and understand the effect of the changing seasons. Key question: What happens in Autumn?</p> <p>Respect Themselves, special things in their own lives.</p> <p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, seating maps, outdoor area map and read commons signs and logos.</p> <p>Computing: Walk around school to identify technology. Use technology safely and sensibly</p> <p>RE: Key question: Being special – where do we belong?</p> | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them (by taking part in weekly Forest schools’ activities and making observations and drawing pictures of animals and plants. • Describe what they see, hear, and feel outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them. |

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| AREA OF LEARNING | OBJECTIVES/SKILLS | ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters) |
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| <div>Expressive Arts and Design</div> <div></div> | <p>Develop storylines in their pretend play.</p> <p>Design: Skill: Make (using a variety of media – self-chosen) Cooking and Nutrition</p> <p>Art: Drawing (self portraits) Painting Sculpture (Junk modelling)</p> <p>Music: Charanga unit: ‘Me!’ Listen and respond to different styles of music Embed foundations of the interrelated dimensions of music Learn to sing or sing along with nursery rhymes and action songs Share and perform the learning that has taken place</p> <p>Charanga Songs:</p> <ul style="list-style-type: none">• Pat-a-cake• 1, 2, 3, 4, 5, Once I Caught a Fish Alive• This Old Man• Five Little Ducks• Name Song• Things For Fingers | <ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills.• Listen attentively, move to and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups. |