

Dunnington CE Primary School – EYFS –Autumn 2 Medium Term Plan

AUTUMN 2

| AUTUMN 2 | | | | |
|-------------------------|---|---------------|--------|---|
| General Themes | DIWALI | BONFIRE NIGHT | AUTUMN | CHRISTMAS |
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| Autumn 2 Literacy Texts | | | | <p>Autumn 2 Poetry Basket Poems</p> <ul style="list-style-type: none"> • Five Little Pumpkins • Wise Old Owl • Mice • Breezy Weather • Who has seen the wind? • Falling Apples |
| Suggested Texts | <p>Possible Books to be used / sourced, which follow themes (which could be used if reflect particular interests)</p> | | | |

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| AREA OF LEARNING | OBJECTIVES/SKILLS | ONGOING GUIDANCE POINTS THROUGHOUT THE YEAR (taken from Development Matters) |
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| <p>Communication and Language</p>  | <p>Listening: Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.</p> <p>Attention: Maintain attention in new situations e.g., whole school assembly or PE sessions in the hall. Shift attention when required e.g., when given a clear prompt - 'name'.</p> <p>Respond: Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book.</p> <p>Understanding: Follow instructions or a question with 2 parts in familiar situations.</p> <p>Speaking: Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a simple event e.g., how scratched knee' Recognise words that rhyme or sound similar E.g., "Cat and hat". Develop social phrases – "Good morning, how are you?"</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. |

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| <p>Personal, Social and Emotional Development</p>  | <p>Express feelings: Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Beginning to express their feelings and consider the perspectives of others.</p> <p>Manage behaviour: Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> <p>Self-awareness: Can talk about what they are doing and why.</p> <p>Independence: Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support, can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.</p> <p>Collaboration: Begin to share and take turns.</p> <p>Social skills: Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.</p> <p>Jigsaw theme – Celebrating Difference Covering – Covering Identifying talents, Being Special, Families, Where we live, Making Friends, Standing up for yourself.</p> <p>RE - Understanding Christianity: Incarnation Key question: Why do Christians perform Nativity plays at Christmas?</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 |

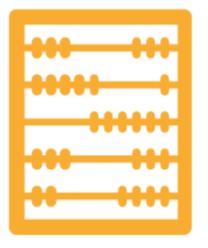
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| <p>Physical Development</p>  | <p>Fine Motor Skills: Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Gross Motor Skills: Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>PE Hub (Manipulation & Coordination – Unit 1) – led by PE Specialist for this half term</p> <ul style="list-style-type: none"> • Send and receive a variety of objects with different body parts • Work with others to control objects in space • Co-ordinate body parts, such as hand-eye, foot-eye over a variety of activities and in different ways. | <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. <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress 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 pedestrian • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. |

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| <p>Literacy</p>  | <p>COMPREHENSION Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to ‘who’, ‘where’ ‘what’ and ‘when’ questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> | <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. |
| | <p>WORD READING 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 a few common exception words matched to our phonic programme.</p> <p>Phonics (Little Wandle)– Phase 2 Week 1 – ff, ll, ss, j Tricky word: ‘as’ Week 2 – v, w, x, y Tricky words: ‘and’, ‘has’, ‘his’ & ‘her’ Week 3 – z, zz, qu, ch Tricky words: ‘go’, ‘no’, ‘to’ & ‘into’ Week 4 –sh, th, ng, nk Tricky words: ‘she’, ‘he’ & ‘of’ Week 5 – words with –s /s/ added at end (e.g. hats sits), words ending in s /z/ (e.g. his) and words with –s /z/ added at end (e.g. bags) Tricky words: ‘we’, ‘me’ & ‘be’</p> | <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. |
| | <p>WRITING Emergent writing: Copies adult writing behaviour (e.g., writing on a whiteboard, writing messages). Makes marks and drawings using increasing control. Knows there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Orally compose a phrase or sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Start to recognise that after a word there is a space.</p> | <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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| <p>Mathematics</p>  | <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 • begin to develop the language of ‘whole’ when talking about objects which have parts | <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 • Time: Night and Day | |

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| <p>Understanding the World</p>  | <p>Chronology: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? (E.g. Remembrance Day, Christmas Day, Diwali). Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.</p> <p>Continue to develop a sense of continuity and change by being able to compare characters from stories.</p> <p>Respect: 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.</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. Use positional language i.e., under, beside, on top of etc.</p> <p>Computing: Use technology (e.g. a Beebot) for simple programming Use technology - Paint Spa – Fireworks and Autumn focus</p> <p>RE - Understanding Christianity: Incarnation Key question: Why do Christians perform Nativity plays at Christmas?</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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| <p>Expressive Arts and Design</p>  | <p>Develop storylines in their pretend play.</p> <p>Design: Skill: Make (using a variety of media – self-chosen) Cooking and Nutrition (Diwali Sweets / Baby Jesus Mince Pies)</p> <p>Art: Printing (Diwali, Bonfire night & Christmas - finger/vegetable printing) Collage and textiles (Creating paper shapes / strips by tearing and refining scissor use) Artist Study – Kandinsky (link to collage)</p> <p>Music: Nursery Rhyme Week (November) – 5 nursery rhymes explored, learned and performed over the course of the week) 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>EYFS / KS1 Christmas performance – all children will learn songs to sing, a dance and perform on stage in groups.</p> | <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. |