

EYFS Medium Term Planning – Autumn 2

Northgate – F2 – Reception

ME AND MY FAMILY

Week beginning	Week 1 - 4/11	Week 2 - 11/11	Week 3 - 18/11	Week 4 - 25/11	Week 5 - 2/12	Week 6 - 9/12	Week 7 - 16/11
Key Dates and Events	<p>Friday 8th - 11am Remembrance</p> <p>Thurs 7th - 2.15pm Phonics/Reading meeting for parents 2.45pm Reading Café</p>	<p>Mon 11th - School Photographer</p> <p>Wed 13th - 9.30-10.45am Open Morning</p> <p>Thurs 14th am - Emma out in Pupil Progress meeting (SP to cover)</p> <p>Thurs 14th 4.30pm-5.15pm Bonfire Disco</p> <p>Fri 15th Children in Need Pyjama Day</p>	<p>Mon 18th - 1.30-3pm Open Afternoon</p> <p>Twilight - ACES and Trauma-based training</p> <p>Fri 22nd Poppy out- HLTA training</p> <p>??Time to Talk meetings</p>	<p>Tues 26th Nov - Emma out in Time to Talk meetings (PR and HB to cover am, SP to cover pm)</p>	<p>??Mon 2nd - 2.45pm Reading Café</p> <p>Local walk to post letters to Father Christmas</p> <p>ELS Phonics Assessment week</p>	<p>Twilight - Big Planning</p> <p>Wed 11th - am Nativity dress rehearsal to the school</p> <p>Wed 11th - 3.30 - 5.30pm Christmas Fair</p> <p>Thurs 12th - 10.30am Nativity performance to the parents</p> <p>Thurs 12th - 2pm Christmas service at the church</p> <p>Fri 13th - 2pm Nativity performance to the parents</p>	<p>Mon 16th - Dead for INSIGHT day</p> <p>Thurs 17th pm Christmas service at the church</p>
Theme/objective	<p>Me and my family. Explore photographs of different families. Lo: To name members of their family.</p>	<p>Me and my family. Photos of families enjoying Diwali and other celebrations and past-times. Lo: To name something special they do with their family.</p>	<p>Me and my family. What is special to me and my family? Lo: To comment on celebrations within their life.</p>	<p>Me and my family. Have an advent calendar with positive affirmation inside. Encourage children to think of a way they are special. Lo: I can tell you something special about me.</p>	<p>Me and my family. To go on a local walk linked to the Jolly Postman and posting letters to Father Christmas, discussing our homes, that we all have an address and how maps are important to postal workers. Lo: I can tell you about my home that I live in with my family.</p>	<p>Me and my family. Perform the Nativity 'A Bundle of Joy' to the school and their families and understand why it is so important to Christians. Lo: I can perform the Christmas story to my family.</p>	<p>Me and my family. Create Christmas card for someone special in their family. Lo: I can mark make to create a gift for someone who is special to me.</p>
CURRICULUM PATHWAY	Bonfire Night and Fire Safety Remembrance Day	Diwali Children in Need	Our Families - What makes a family? Are our families all the same?	Celebrations and festivals - how do I celebrate in my family?	The Christmas Nativity Story Our Reception	Celebrating Christmas in our families Our Reception	Celebrating Christmas

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			My family (old and young, generations)	Advent	Nativity – Everyone Loves a Baby	Nativity – Everyone Loves a Baby	
Role Play	Home with kitchen and dining table for celebrations	Party Shop and Hairdressers to get ready to celebrate	Party Shop and Hairdressers to get ready to celebrate	Party Shop and Hairdressers to get ready to celebrate	Father Christmas's workshop and home to role play celebrations	Father Christmas's workshop and home to role play celebrations	Father Christmas's workshop and home to role play celebrations
C&L	<p><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> Demonstrates good listening through increased interaction. <p><u>Speaking</u></p> <ul style="list-style-type: none"> Starts to interact with more confidence. 						
C&L	<p>Rhyme Time: Hickory Dickory Dock</p> <p>Bonfire Night - Remember, remember the 5th of November. Children to hear the poem and discuss why we celebrate this date.</p>	<p>Rhyme Time: See the Little Rabbits Sleeping</p> <p>Find out about Diwali with the video from Cbeebies Let's Celebrate. Children invited to share their own experiences of celebrating Diwali.</p> <p>Children in need. What is Children in Need? What does it mean?</p>	<p>Rhyme Time: Diddle, Diddle Dumpling</p> <p>Sharing photos of our families – who is in my family? What is special about my family? Are our families the same/different?</p>	<p>Rhyme Time: 5 Currant Buns</p> <p>Find out about Advent and watch the video on Cbeebies Let's Celebrate.</p>	<p>Rhyme Time: The Grand Old Duke of York</p> <p>Talk about our homes that we live in with our families. Look at photographs and find them on Google maps. Are they all the same or different. What makes our homes special to us?</p>	<p>Rhyme Time: Dr Foster</p> <p>Read the Nativity story and compare this to the nativity the children are performing.</p>	<p>Rhyme Time: The Wheels on the Bus</p>
C&L Continuous Provision enhancements			Displaying the children's family photos to provoke further discussion.		Role play getting ready to celebrate Christmas and other special times with families.	Small world Nativity scene to retell the Nativity story.	Use the bike and chariot to role play being Father Christmas and his reindeer and deliver 'presents' to children around the world.
PSED	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> Increasing ability to share, recognise emotions of self and show good manners. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently. 						

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	<u>Building Relationships</u> <ul style="list-style-type: none"> Initiates play, recognises some emotions better and follows instructions. 						
PSED	Adults continuing to support children with expressing how they feel and modelling positive interactions with others – reinforced with Kind, Safe, Best language and widgeits.	Adults continuing to support children with expressing how they feel and modelling positive interactions with others – reinforced with Kind, Safe, Best language and widgeits.	Talk about the similarities and differences between our families – cultures, abilities and skills, families. To understand that being different makes us all special.		Listen to the story 'Come Over to My House' https://www.youtube.com/watch?v=nfjS4mQIVWE To talk about our homes and why they are special to us. How do our homes make us feel?		
	JIGSAW Celebrating Difference <ul style="list-style-type: none"> I can talk about what I am good at. I understand that being different makes us all special. I know ways we are different and the same. I can tell you why my home is special to me. I know ways to stand up for myself. 						
PSED Continuous Provision enhancements	Selection of turn taking games.		Dolls house setting up a home with different family members and exploring different ways that family homes can be.		Build homes using a range of construction materials. Think about what kind of homes they could make, taking inspiration from the book 'Come Over to My House'.		
PD	<u>Gross Motor Skills</u> <ul style="list-style-type: none"> Becoming increasingly aware of the space around them and what they can do in the space. <u>Fine Motor Skills</u> <ul style="list-style-type: none"> Uses a wider range of equipment to make more-refined shapes and marks, models and construction. 						
PD	Finger Gym: Flanders fields. Using red stamping ink/finger paint, children to paint red poppies in flanders fields.	Finger Gym: Diwali Transient art with different small objects to create patterns. PE	Finger Gym: Using the playdough to roll out and decorate gingerbread men. Rolling balls for buttons/eyes and	Finger Gym: PE • Get changed • Introduce the bean	Finger Gym: Using the tweezers to pick up pompoms and decorate the card Christmas tree PE	Finger Gym: Hanging baubles on our class Christmas tree when decorating the classrooms. PE	Finger Gym: Children to use the different ribbons to try tying bows on the already wrapped presents.

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	<p>PE</p> <ul style="list-style-type: none"> • Get changed • Traffic light game – travelling in different ways and stopping/ listening 	<ul style="list-style-type: none"> • Get changed • Traffic light game – travelling in different ways and stopping/ listening 	<p>sausage for a smile.</p> <p>PE</p> <ul style="list-style-type: none"> • Get changed • Traffic light game • Parachute 	<p>game</p> <ul style="list-style-type: none"> • Ball control – rolling a ball across different parts of our bodies 	<ul style="list-style-type: none"> • Get changed • The bean game – with extra beans • Ball control – rolling a ball to a partner 	<ul style="list-style-type: none"> • Get changed • Traffic light game • Ball control – practising rolling a ball to a partner, moving on to throwing 	<p>PE</p> <ul style="list-style-type: none"> • Get changed • The bean game • Parachute games
<p>PD Continuous Provision enhancements</p>	<p>Using chalks to make firework marks and smudging with sponges to 'explode' your firework – how many fireworks can you draw before the sand runs out.</p>		<p>Gross motor control and spatial awareness with bikes scooters on the playground.</p>	<p>Gross motor control and spatial awareness with bikes scooters on the playground.</p>	<p>Large construction materials for building big homes outside.</p>		
<p>Literacy</p>	<p><u>Comprehension</u></p> <ul style="list-style-type: none"> • Listens to a story and can give simple details about the story. Starts to use some of the events in their own play. <p><u>Word Reading</u></p> <ul style="list-style-type: none"> • Links phonemes to letters and is beginning to blend them in words. • Reads high frequency words that have been taught. <p><u>Writing</u></p> <ul style="list-style-type: none"> • Pupils mark make consistently as part of their play and can talk about the meaning of their marks. 						
<p>Literacy</p>	<p>Phonics ELS – Autumn 2, Week 1 – j, v, w, x</p> <p>Daily stories and rhymes.</p> <p>Drawing Club – The Adventure of Books Key Text: Not Now Bernard</p> <ul style="list-style-type: none"> • Vocabulary • Sharing the story • Modelled drawing/writing with the 3Ms • Children's turn 	<p>Phonics ELS – Autumn 2, Week 2 – y, z, zz, qu, ch</p> <p>Daily stories and rhymes.</p> <p>Drawing Club – The Adventure of Tales Key Text: Three Billy Goats Gruff</p> <ul style="list-style-type: none"> • Vocabulary • Sharing the story • Modelled drawing/writing with the 3Ms • Children's turn 	<p>Phonics ELS – Autumn 2, Week 3 – sh, th, ng, nk</p> <p>Daily stories and rhymes.</p> <p>Drawing Club – The Adventure of the Past Key Text: Wacky Races https://youtu.be/em2jMFhp9mM</p> <ul style="list-style-type: none"> • Vocabulary • Sharing the story • Modelled drawing/writing with the 3Ms 	<p>Phonics ELS – Autumn 2, Week 4 – ai, ee, igh, oa</p> <p>Daily stories and rhymes.</p> <p>Drawing Club – The Adventure of Books Key Text: What's in the Witch's Kitchen</p> <ul style="list-style-type: none"> • Vocabulary • Sharing the story • Modelled drawing/writing with the 3Ms • Children's turn 	<p>Phonics ELS – Autumn 2, Week 5 – assessment and review week</p> <p>Daily stories and rhymes.</p> <p>Drawing Club – The Adventure of Books Key Text: Pirate Pete</p> <ul style="list-style-type: none"> • Vocabulary • Sharing the story • Modelled drawing/writing with the 3Ms • Children's turn 	<p>Phonics ELS – Autumn 2, Week 6 – review week</p> <p>Daily stories and rhymes.</p> <p>Drawing Club – The Adventure of the Past Key Text: Mr Benn – Zookeeper https://youtu.be/NN-xmyjbMSU</p> <ul style="list-style-type: none"> • Vocabulary • Sharing the story • Modelled drawing/writing with the 3Ms 	<p>Phonics ELS – Autumn 2, review week</p> <p>Daily stories and rhymes.</p> <p>Drawing Club – The Adventure of Books Key Text: Can you find Santa's Pants?</p> <ul style="list-style-type: none"> • Vocabulary • Sharing the story • Modelled drawing/writing with the 3Ms • Children's turn

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			• Children's turn			• Children's turn	
Literacy Continuous Provision enhancements	Using magnetic letters to build words to match pictures including the GPCs we've previously learnt.	Shopping lists on notepads and clipboards in the party shop.			Writing letters to Father Christmas, cutting and sticking idea out of catalogues.	Writing labels on presents in the role play area.	Independent card making to give to friends and family.
Maths	<p><u>Number</u></p> <ul style="list-style-type: none"> • Uses five frames and talks about the significance of the formation. • Counts the total number of objects in two groups. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> • Starts to understand one more and one less. <p><u>Shape, Space and Measures</u></p> <ul style="list-style-type: none"> • Knows that the world is made of 2D and 3D shapes. • Experiments with measure, ordering, comparing and discussing. 						
Maths	<p>Mastery Number – Week 5 – Comparison</p> <ul style="list-style-type: none"> • represent a given number on their fingers without looking • compare 2 sets of objects and say which is 'more than'. • compare 2 sets of objects and say which is 'more than' or 'fewer than'. <p>(see planning for details)</p> <p>Maths Mastery</p> <ul style="list-style-type: none"> • Early Mathematical Experiences – sorting/classifying objects <p>(see planning for details)</p>	<p>Mastery Number – Week 6 – Counting, Ordinality and Cardinality</p> <ul style="list-style-type: none"> • practise counting each object, action or sound once • Hear and join in with the counting sequence to 5 • Tag each object with 1 number word (1:1 correspondence) • See that they have 5 fingers on one hand. • say and make numbers to 5 on their fingers • practise counting each object, action or sound once and only once • make collections of 5 in different ways. • use counters to represent 5 objects • use a die frame to 	<p>Mastery Number – Week 7 – Comparison</p> <ul style="list-style-type: none"> • practise subitising amounts to 4 • revisit 'more than' or 'fewer than' by looking. • compare groups of up to 3 objects by matching them 1:1 • say when they have an equal number. • compare groups of up to 3 objects by matching them 1:1 • say when there is an equal number, too many or not enough. • build towers with an equal number of squares • match the squares in the towers 1:1 <p>(see planning for details)</p> <p>Maths Mastery</p> <ul style="list-style-type: none"> • Measure - Estimate, 	<p>Mastery Number – Week 8 – Composition</p> <ul style="list-style-type: none"> • identify the 'whole' when shown 1 part of a familiar object • identify that the parts are still visible when they are assembled to make the whole • hear the language of 'whole' and 'parts'. • identify parts of their own body • recognise that some whole objects have parts that cannot be removed. • identify parts of some animals' bodies • investigate ways to compose and de-compose sets of 2 and 3 • know that 1 and 2 are parts of 3. <p>(see planning for details)</p>	<p>Mastery Number – Week 9 – Composition</p> <ul style="list-style-type: none"> • investigate ways to compose and de-compose sets of 3 • explore how 1 and 2 are parts of 3. • investigate ways to compose and de-compose 4. • use spatial language to describe the shapes • explain that different parts can make the same whole. • investigate ways to compose and de-compose 5 <p>(see planning for details)</p> <p>Maths Mastery</p> <ul style="list-style-type: none"> • Measure - Estimate, order, compare, discuss and explore weight. <p>(see planning for details)</p>	<p>Mastery Number – Week 10 – Counting, Ordinality and Cardinality</p> <ul style="list-style-type: none"> • hear and join in with the counting sequence to 10, including using songs and rhymes • use their fingers to represent quantities to 5 and to begin to represent quantities to 10 • match different representations of quantities to 5 with amounts shown on their fingers. • remember that the 'stopping number' tells us how many we need altogether • begin to recognise numerals to 5 • develop their understanding of 	<p>Mastery Number</p> <p>Recapping concepts of subitising, counting, cardinality, ordinality and composition learnt so far. Checking the children's understanding</p> <p>Maths Mastery</p> <ul style="list-style-type: none"> • Describe position accurately. <p>(see planning for details)</p>

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		<p>represent 5.</p> <ul style="list-style-type: none"> count 5 and 5 to make 10 altogether. <p>(see planning for details)</p> <p>Maths Mastery</p> <ul style="list-style-type: none"> Pattern - Recognise, copy and extend colour/size patterns <p>(see planning for details)</p>	<p>order, compare, discuss and explore length.</p> <p>(see planning for details)</p>	<p>Maths Mastery</p> <ul style="list-style-type: none"> Measure - Estimate, order, compare, discuss and explore capacity. <p>(see planning for details)</p>		<p>equal amounts.</p> <ul style="list-style-type: none"> represent quantities in more abstract ways, such as by clapping or jumping. begin to understand that when a set of objects is rearranged, its quantity remains the same. <p>(see planning for details)</p> <p>Maths Mastery</p> <ul style="list-style-type: none"> Shape & Sorting - Describe, and sort 3-D shapes. <p>(see planning for details)</p>	
<p>Maths Continuous Provision enhancements</p>	<p>See weekly Mastering Number planning for Continuous Provision suggestions.</p> <p>Tap a shape / shape magnets firework pictures</p> <p>Firework shape pictures – drawing round and cutting out shapes before arranging/sticking</p>	<p>See weekly Mastering Number planning for Continuous Provision suggestions.</p> <p>Ordering numbers with large number mats and foam numbers outside. Find objects to represent each of the numbers.</p> <p>Use cut out shapes to create Rangoli patterns for Diwali.</p>	<p>See weekly Mastering Number planning for Continuous Provision suggestions.</p> <p>Matching objects to numbers to 9 – adding the right amount of buttons onto the gingerbread man</p>	<p>See weekly Mastering Number planning for Continuous Provision suggestions.</p> <p>Independent pattern making using a range of different small parts.</p>	<p>See weekly Mastering Number planning for Continuous Provision suggestions.</p> <p>Weighing Christmas presents. Using the scales to weigh different presents, finding the heaviest/lightest and ordering.</p>	<p>See weekly Mastering Number planning for Continuous Provision suggestions.</p> <p>Explore different ways to sort the shapes and objects independently, eg</p> <ul style="list-style-type: none"> - It can/can't roll - It has/has not got flat faces 	<p>See weekly Mastering Number planning for Continuous Provision suggestions.</p> <p>Make a stocking number sequencing bunting chain.</p>
<p>UTW</p>	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> Can talk about their own family and the people around them, describing features about them. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> Knows that there are different and significant celebrations. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> Starts to talk about changes like the weather. 						
<p>UTW</p>	<p>Find out about Remembrance Day and why it is so significant to us.</p> <ul style="list-style-type: none"> - Book – Where the Poppies Now Grow. 	<p>Find out about the Hindu festival Diwali (the Festival of Light) and how it is celebrated. Read the story of Rama and Sita.</p>	<p>To talk about the people in their family, what they do with their family and the places they have been together. Can draw similarities and make comparisons between own and others' families.</p>	<p>To talk about how their family celebrates special times together. What have they done in the past? What celebrations are important to their families?</p>	<p>Local walk linked to the Jolly Postman and posting letters to Father Christmas, discussing our journey, how we will get there and how maps are important to postal workers.</p>	<p>Hear the traditional Nativity story and find out about why it is so significant to Christians. Make links to our own performance of 'Everyone Loves a Baby'.</p>	<p>Explore different traditions associated with celebrating Christmas in our own and others' families.</p>

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		Think about the fund raising event of Children in Need and what we can do to help others.	Look at family photos that the children have brought in.				
UTW Continuous Provision enhancements		Exploring different sources of light linked with Diwali, the Festival of Light. Make a dark space to see the effect of the lights. How do they make us feel?			Understand some important processes and changes in the natural world around them, including the seasons and changes states of matter (freezing, melting, floating/sinking).	Small world nativity scene and knitted characters.	Continue experimenting with ice/melting/freezing as it naturally occurs and with continuous provision enhancements.
EAD	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Uses what they know and what they like to be musical and to create role play. • Begins to show an understanding and enjoyment of music and arts. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Beginning to understand colour, shape and space. • Knows how to put things together in a basic way. 						
	<p>Splatter painting effect (fireworks and sparklers)</p> <p>Using a range of collage materials including tissue paper, cellophane, sticks to create a bonfire</p> <p>Nativity – Begin to learn some of the songs.</p>	<p>Salt dough moulding to create Diva Lamps.</p> <p>Nativity – Begin to learn some of the songs.</p>	<p>Creating pictures of our families, looking closely at the photographs brought in from home.</p> <ul style="list-style-type: none"> - Exploring different media to do this, developing detail in drawing with pens and pencils. <p>Nativity – Begin to learn some of the songs.</p>	<p>Making Christmas crafts to sell at the Christmas Fair as our Reception enterprise.</p> <p>Nativity – continue practising the songs and acting out the story ready for the performance.</p>	<p>Using construction materials to build our homes and places of significance to ourselves and our families.</p> <p>Nativity – learn the songs and act out the story ready for the performance.</p>	<p>Artwork depicting the nativity story and the people and animals in it.</p> <ul style="list-style-type: none"> - Explore colour mixing and experimenting with mixed media. <p>Nativity – learn the songs and act out the story ready for the performance.</p>	<p>Making Christmas cards to give to someone special in their family.</p>
EAD Continuous Provision enhancements	<p>Flanders Fields paintings.</p> <p>Using a range of materials to create own poppies for Remembrance Day.</p> <p>Role play celebrations and special times.</p>	<p>Listen to music and make their own dances in response to it.</p> <p>Puppet shows and small world play with the Three Billy Goats Gruff finger puppets.</p>	<p>Using the musical instruments to create your own musical repeating pattern</p>	<p>Cars and vehicles with ramps and the garage outside.</p> <p>Independent singing, playing instruments and role playing the Nativity story during CP.</p>	<p>Wrapping presents and making toys in Father Christmas' workshop.</p> <p>Listen to music and make their own dances in response to it.</p>	<p>Variety of different festive enhancements for the children to create their own decorations and cards.</p> <p>Independent colour mixing with primary colours.</p>	<p>Variety of different festive enhancements for the children to create their own decorations and cards.</p>
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