

EYFS Medium Term Plan **Autumn 1**

	Things to care about	Learning & Development Focus	
		EYFS	Schemes
Enabling Environments Positive Relationships	Welcome Assembly	PSED MR- Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. SC&SA- Confident to speak to others about own needs, wants, interests and opinions. Children are confident to try new activities, and say why they like some activities more than others. MF&B - Aware of the boundaries set, and of the behavioural expectations in the setting. They work as part of a group or class.	Come and See- See RE Planning
		C&L L&A- Listens to others one to one or in small groups. Listen to stories with increasing attention and recall. Is able to follow directions. Maintains attention, concentrates and sits quietly during appropriate activity. U- Understands use of objects. Responds to simple instructions. Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props. S- Uses talk to connect ideas, explain what is happening and anticipate what might happen next. Builds up vocabulary that reflects the breadth of their experiences. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	
		Literacy R- Aware of how stories are structured. Suggest how the story might end. Listen to stories with increasing attention and recall. Hears and says the initial sounds in words. Can segment the sounds in simple words and blend them together and know which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. W- Gives meanings to marks they make as they draw, write and paint. Writes own name.	RWI phonics
		MAT N- Match number and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Recognises some numerals of personal significance. Count objects to 10, and beginning to count beyond 10. SS&M- orders two or three items by length. Use positional language.	
Unique Child Parents as partners	Creative Curriculum Evening	UTW P&C - Show interest in different occupations. TW- Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change. Make observations of animals and talk about changes. T- Shows and interest in real objects such as cameras. Uses ICT hardware to interact with age-appropriate computer software.	Come and see - See RE Planning
		PD M&H- Moves freely with pleasure and confidence. Uses one handed tools and equipment. Experiments in different ways of moving. Negotiates space successfully, adjusting speed and changing direction. Uses simple tools to effect changes to materials. H&SC- Understands that equipment and tools have to be used safely. Shows understanding of the need of safety when tackling new challenges, and considers and manages some risks. Manage own basic hygiene and personal needs successfully including dressing and going to the toilet independently.	

		EAD	<p>E&UMM- Imitates movement in response to music. Explores colour and how colour can be changed. Uses various construction materials. Realises tools can be used for a purpose. Explores the different sounds of instruments. Uses simple tools and techniques competently and appropriately. Select tools and techniques needed to shape , assemble and join materials they are using.</p> <p>BI- Use available resources to create props to support role play. Creates movement in response to music. Engages in imaginative role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials. Introduces a storyline or narrative into their play. Play alongside other children who are engaged in the same theme.</p>	
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