



The Medium Term Plan shows key teaching points within our topic with progression in key skills personalised to the individual child's needs. The Characteristics of Effective Learning run through all areas of learning as well as opportunities for children's interests to be explored further through child-initiated and adult directed activities within the provision.

**Entry Point:** Bone discovery in the environment

**Exit Point:** Performance of body songs

Key School Events: School Photograph Day, Macmillan Coffee Morning, Black History Month, World Mental Health Day and Harvest Festival

Specific Areas		
Unique Child Positive Relationships Enabling Environments	Aspects	Possible experiences, opportunities, activities and enhancements
	<b>Personal Social And Emotional</b>	Making relationships
Self-confidence and self-awareness		-Introduce the 4Rs and Rainbow Challenges. -Introduce and reinforce the behaviour system (sunshine and cloud) -Begin to celebrate our own achievements and achievements of peers.  <b>Jigsaw Unit: <i>Being Me in My World</i></b>



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		Managing feelings and behaviour	<p>Jigsaw Piece 1: Who...Me?!</p> <p>Jigsaw Piece 2: How Am I Feeling Today?</p> <p>Jigsaw Piece 3: Being at School</p> <p>Jigsaw Piece 4: Gentle Hands</p> <p>Jigsaw Piece 5: Our Rights</p> <p>Jigsaw Piece 6: Our Responsibilities</p>
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Specific Areas		
	Aspects	Possible experiences, opportunities, activities and enhancements
Unique Child Positive Relationships Enabling Environments	<b>Physical Development</b>  Moving and Handling (Fine and Gross Motor)	<p><b>New Beginnings</b></p> <ul style="list-style-type: none"> <li>-Fine motor activities (always accessible within the provision): tweezers, threading, drawing lines, making marks through a number of activities.</li> <li>-Scissor control through cutting activities.</li> <li>-Dough disco to improve fine motor control.</li> <li>-Letter and number formation sheets with focus on pencil grip.</li> <li>-Manipulating playdough to create portraits and faces.</li> <li>-Gymnastic taught through PE: balancing, travelling and jumping.</li> <li>-Gross motor activities: dancing, steamers,pom poms, hoops and lycra.</li> <li>-Daily Go Noodle.</li> <li>-Daily access to the outdoor area: bikes, scooters, water equipment for pouring, sand for digging, mud kitchen for mixing and pouring, large chinks for mark making, crates/planks/climbing frame and bridge for climbing, playground space for running.</li> <li>-Toileting routines in place and shown to the children.</li> <li>-Hand washing.</li> <li>-How to dress independently.</li> <li>-Consistently discussing healthy food choices at snack time and lunch time.</li> </ul> <p><b>PE- Hall time</b></p> <p><u>Unit: Awareness (Block 1)</u></p> <ul style="list-style-type: none"> <li>- Finding and collecting different objects increasing speed.</li> <li>- Spatial awareness.</li> <li>- Coordination skills to keep a ball under control.</li> <li>- Moving at different speeds (slowly and quickly).</li> <li>- Recognise what movements to do at different obstacles.</li> <li>- Traveling in different ways.</li> </ul>
	Health and Self- care	



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- Developing balancing skills

Specific Areas		
	Aspects	Possible experiences, opportunities, activities and enhancements
Unique Child Positive Relationships Enabling Environments  <b>Communication And Language</b>	Listening and Attention	<b>New beginnings</b> -Ask questions and be ready to provide explanations to others about the environment ,friends and family. -Language link assessments completed on all children. -Listen to and act out stories -Children become familiar with role play area-home corner. -Listen to environmental sounds and recall. -Routines and Expectations facts recall.
	Understanding	-CLL skills to be practised and embedded through all other areas of the EY curriculum. -Additional support through SAL/EAL work with MF. -Daily story time. -Begin to learn a number of nursery rhymes and perform to the Foundation Stage 1 children.
	Speaking	<b>Talk4Writing</b> <ul style="list-style-type: none"> <li>● Cold Task – Create a Nursery Rhyme</li> <li>● Imitate – Head, Shoulders, Knees and Toes (text)</li> <li>● Imitate - Sometimes I Feel Sunny (text)</li> <li>● Innovate - Sometimes I Feel Sunny (feelings and person)</li> </ul>



Specific Areas

	Aspects	Possible experiences, opportunities, activities and enhancements
<p><b>Literacy</b></p>	<p>Reading</p> <p>Comprehension</p> <p>Phonics</p>	<p><b>New Beginnings</b></p> <p><b>Class Books:</b></p> <ul style="list-style-type: none"> <li>-Funny Bones</li> <li>-Sometimes I Feel Sunny</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>-Listening to sounds within the environment.</li> <li>-Daily storytime, discussion and role play opportunities.</li> <li>-Sound recognition and letter recognition.</li> <li>-Continuous. daily opportunities for reading e.g. reading corner, reading opportunities and texts in all areas of provision (recipe cards, instructions, magazines, car manuals, books), puppets, role play.</li> </ul>
	<p>Writing</p>	<p><b>Phonics:</b></p> <p><b>Sounds Write</b></p> <p>Unit 1: a i m s t</p> <p>Unit 2: n o p</p> <p>Unit 3: b c g h</p> <ul style="list-style-type: none"> <li>-Continuous daily opportunities to support phonics learning: use of interactive floor, phonics activities in provision, use of EducationCity and PurpleMash to reinforce phonics.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>-Daily handwriting introduced through Nelson Blue scheme.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>-Daily name writing</li> <li>-Environmental print – labels around the provision areas</li> <li>-Adults modelling writing names on pictures/paintings.</li> <li>-Continuous, daily opportunities for mark making e.g. pencils, crayons, chalk, wax crayons, paintbrushes, sponges, printing blocks.</li> </ul> <p>Talk4Writing</p> <ul style="list-style-type: none"> <li>● Cold Task – Create a Nursery Rhyme</li> </ul>



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- Imitate – Head, Shoulders, Knees and Toes (text)
- Imitate - Sometimes I Feel Sunny (text)
- Innovate - Sometimes I Feel Sunny (feelings and person)

Unique Child Positive Relationships Enabling Environments

Specific Areas

Aspects

Possible experiences, opportunities, activities and enhancements

**Maths**

Number

**White Rose Maths Reception Scheme**

**Getting to Know You**

- Opportunities for settling in and exploring the environment.
- Key times of the day, class routines.
- Exploring the continuous provision (Inside and Outside)
- Where do things belong?
- Positional language.
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Numerical Patterns

**Just Like Me!**

Number:

- Match and sort
- Compare amount
- Compare size, mass and capacity
- Exploring pattern



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Specific Areas		
	Aspects	Possible experiences, opportunities, activities and enhancements
Unique Child Positive Relationships Enabling Environments  <b>Understanding of the World</b>  RE History Geography Science Design and Technology Computing	People, Culture & Communities	<p><u>Key Question: How do things around me change?</u></p> <p><b>How have I changed since I was a baby?</b></p> <ul style="list-style-type: none"> <li>-Explore baby photographs- Who is it?</li> <li>- Discuss how they have changed, what we can do now, have our likes and dislikes changed?</li> <li>-Discuss any similarities and differences between children in the class</li> <li>- Explore the human skeleton/ body parts.</li> </ul> <p>Black History: Johnathan Lee Iverson</p> <ul style="list-style-type: none"> <li>-Discuss and celebrate the achievements of Johnson Lee Iverson</li> <li>-Discuss the significance of Johnson Lee Iverson</li> <li>-Circus themed activities</li> </ul>
	Past and Present	<p><b>People Who Are Special to Me/My Family</b></p> <ul style="list-style-type: none"> <li>-Introduce some special people in religion</li> <li>-Introduce the idea some religious communities have special jobs</li> <li>-Think about different jobs these people have</li> <li>-Explore and create family trees.</li> <li>-Create leaf friends out of natural materials.</li> </ul>



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	Early Technology	<p><b>Home and school environment</b></p> <ul style="list-style-type: none"> <li>-Explore the outdoor environment and discuss the changes. Similarities and differences between Seasons.</li> <li>-Observation of patterns and colours through leaves, conkers, pine cones.</li> <li>-Looking outside at the environment &amp; weather.</li> <li>- Autumn walk : Having a look at the environment, feeling the ground, what has happened to the leaves on the trees etc.</li> <li>-learn different body parts of a human</li> </ul> <p><b>STEM:</b> Focus: Everyday Materials Wellington Boots</p>
	The Natural World	<p>Operate simple Technology</p> <ul style="list-style-type: none"> <li>-Children to become familiar with logging onto and using Chromebooks.</li> <li>-begin to access Education City and PurpleMash activities (preset by the teacher)</li> <li>-Using the I pads to draw faces.</li> <li>- Operating the interactive floor.</li> <li>- Using programmable toys (beebots)</li> <li>-Using pulley systems within the construction area.</li> <li>-Using push toy puppets.</li> <li>-Using the cameras and digicams within the environment.</li> </ul> <p><b>Computing (Purple Mash):</b> Focus: 2 Paint a Picture</p> <ul style="list-style-type: none"> <li>-Explore different painting techniques on: (simple, slice, spinner, wet paint, swirly)</li> <li>-Use different techniques to create different patterns</li> <li>-Use 2Paint to draw their own self portrait or a portrait of a friend using different paint tools.</li> </ul>

	Specific Areas	
<b>Expressive Arts</b>	Aspects	Possible experiences, opportunities, activities and enhancements



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Unique Child Positive Relationships Enabling Environments	Art Design and Technology Music	Creating with Materials	<p><b>New Beginnings</b></p> <ul style="list-style-type: none"> <li>- Singing songs on the carpet.</li> <li>-Mark makes spontaneously, paint, collage, and junk models.</li> <li>-Dancing to different music.</li> <li>-Leaf printing.</li> <li>-Stick friends using natural resources.</li> <li>-Collage using natural resources.</li> <li>-Loose parts art.</li> <li>-Leaf crowns.</li> <li>- Songs and dances.</li> <li>- Perform body songs and dances to others.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>-Naming colours.</li> <li>-Scissor safety and control.</li> </ul> <p><u>Art Focus: Drawings (Self Portraits)</u></p> <ul style="list-style-type: none"> <li>-Holds a pencil correctly, using a tripod grip (modelled and taught through a range of activities)</li> <li>Create simple representations of events on different surfaces (paper, card etc.).</li> <li>-Create simple representations of people and objects that demonstrate observations (e.g. body and facial features), using mirrors to draw self portraits</li> </ul> <p>Artist Focus: <u>Pablo Picasso</u></p> <p><b>Music (Charanga):</b> <u>Focus: Me!</u></p> <ul style="list-style-type: none"> <li>- Listen and respond to a disco song?</li> <li>- Learn to sing Pat-a-cake?</li> <li>- Learn to sing This Old Man?</li> <li>- Learn an action song?</li> <li>- Use percussion to beat a pulse of a song?</li> <li>- Perform in a group to a bigger audience?</li> </ul> <p>Composer of the Half Term: <u>Louis Armstrong</u></p>





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Unique Child Positive Relationships Enabling Environments	Specific Areas	
	Aspects	Possible experiences, opportunities, activities and enhancements
	<p><b>Expressive Arts</b></p> <p>Art Design and Technology Music</p>	<p>Exploring &amp; using media &amp; materials</p> <p>Being Imaginative</p>



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Composer of the Half Term:  
Louis Armstrong