

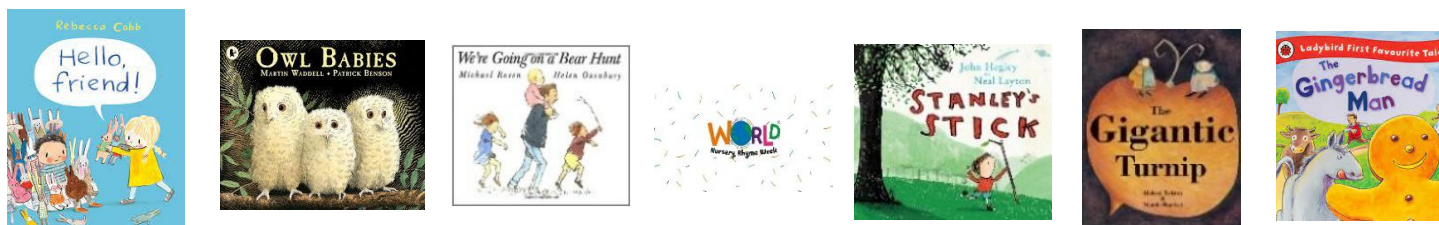
# Mereside CE Primary Academy

## EYFS Medium Term Plan AUTUMN

Our curriculum is spiralled, progressive and ambitious. Learning in all areas of learning is carefully sequenced from their differing starting points. It focuses on the child and then progresses to enable children to understand and interact with the world around them and prepares them for future learning. It is designed to meet the needs of all children, particularly the most disadvantaged, providing them with the knowledge, skills, self-belief and cultural capital they need to succeed in life. We use quality texts as contexts for learning. These are selected in response to our childrens' developing interests and needs. The curriculum contains themes that link to traditions, seasons, celebrations and other calendar events.

### Contexts for Learning

#### Core Texts



#### Additional Themes

- Transition
- Autumn
- Forest School
- Remembrance
- Bonfire Night
- Diwali
- Christmas



AREA OF LEARNING	SKILLS	VOCABULARY	
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# Autumn

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Personal, Social and Emotional Development</p>	<p><b><u>Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>• I can use the words happy, sad, angry, wobbly to talk about feelings</li> <li>• I can make choices</li> <li>• I can look at the person who is speaking to me</li> <li>• <b>I can use the words happy, sad, angry, wobbly to talk about how I am feeling</b></li> <li>• <b>I can choose what I need to work towards a goal</b></li> <li>• <b>I can focus my attention on my teacher for short periods in whole class learning</b></li> <li>• <b>I can follow simple instructions</b></li> </ul> <p><b><u>Managing Self</u></b></p> <ul style="list-style-type: none"> <li>• I will have a go at new activities when encouraged</li> <li>• I know that we have rules to keep us safe and happy</li> <li>• I can separate from parents/carers with support</li> <li>• I can toilet and wash my hands independently</li> <li>• <b>I choose to have a go at new activities</b></li> <li>• <b>I can talk about our rules and routines and follow them most of the time</b></li> <li>• <b>I can separate from parents/carers independently</b></li> <li>• <b>I can manage my coat and Forest School clothes independently</b></li> </ul> <p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>• I can play alongside others</li> <li>• I will go to an adult when I need help</li> <li>• <b>I am interested in others</b></li> <li>• <b>I demonstrate friendly behaviour when playing alongside others</b></li> <li>• <b>I can communicate my needs to familiar adults</b></li> </ul>	<p>feelings happy sad angry wobbly goal focus attention instructions</p> <p>safety rules routines</p>	<p>Introduce Achievosaurus as context for focus on CoEL</p> <p>School Rules</p> <ul style="list-style-type: none"> <li>• Ready</li> <li>• Respectful</li> <li>• Safe</li> </ul>
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# Autumn

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication and Language</p>	<p><b><u>Listening, Attention and Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• I know why listening is important</li> <li>• I know what good listeners do;               <ul style="list-style-type: none"> <li><i>*stay still</i></li> <li><i>*look at the speaker</i></li> <li><i>*think about what they have heard</i></li> </ul> </li> <li>• I can listen to an adult 1:1</li> <li>• I can respond to signals such as the tambourine or whistle</li> <li>• <b>I can focus my attention and listen, 1:1 and in small groups</b></li> <li>• <b>I can focus my attention and listen to my teacher for short periods in whole class learning</b></li> <li>• <b>I can listen to a whole class story, songs and rhymes</b></li> <li>• <b>I can follow simple instructions</b></li> </ul>	<p>listen think brain</p> <p>focus attention instructions silent</p>	<p>Links to Talk Boost</p>
	<p><b><u>Speaking:</u></b></p> <ul style="list-style-type: none"> <li>• I can use words to communicate my needs and wants</li> <li>• I can use social phrases such as thank you, goodbye, see you tomorrow</li> <li>• I can share my repertoire of familiar songs, rhymes and stories</li> <li>• <b>I can use my words to explain how I am feeling</b></li> <li>• <b>I can use words to communicate ideas with trusted people</b></li> <li>• <b>I can participate in 1:1 and small group conversations</b></li> <li>• <b>I can speak in short sentences of 4-6 words that can be understood by others</b></li> </ul>	<p>excuse me</p>	<p>Introduce 'Magic Words'</p> <p>Makaton Word of the Week</p>







# Autumn

	<p><u>Writing</u></p> <ul style="list-style-type: none"><li>• I can match letters to sounds (single letters)</li><li>• I can identify initial sounds</li><li>• I can write my name/letters from my name</li><li>• I can form some 'down' letters correctly</li><li>• I can sit in a good writing position</li><li>• I know that writing carries meaning and goes from left to right</li><li>• <b>I can match letters to sounds (special friends)</b></li><li>• <b>I can represent sounds with legible letters</b></li><li>• <b>I can identify other sounds within a CVC word</b></li><li>• <b>I can use Fred fingers to orally segment words</b></li><li>• <b>I am beginning to segment CVC words</b></li><li>• <b>I can form 'down' letters correctly</b></li></ul>	<p>'down letters' handwriting 'Fred fingers'</p>	
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# Mathematics

## Mastering Number NCETM

**Problem-solving** in the EYFS involves encouraging children to use skills in all areas of Maths, in their play and in daily routines.

Finding All Possibilities



Logic



Patterns and Rules



Word Problems



Visualisation Problems



### Number

- I can use number names in my talk, number rhymes, stories and in play
- I can begin to subitise within 3
- I can see sub-groups in bigger numbers
- I can count objects with 1:1 correspondence
- I know the last number in the count is the total number
- I can represent numbers up to 5 using concrete resources
- I can identify numerals as representing numbers
- I can recognise numerals in the environment
- **I have a deep understanding of numbers 1-3**
- **I can talk about the composition of numbers to 3**
- **I can accurately count objects, actions and sounds up to 5 with 1:1 correspondence**
- **I can subitise up to 3 objects (perceptual)**
- **I can represent numbers to 5 using concrete resources, fingers and marks**
- **I can identify numerals 1-5**
- **I can match numbers to numerals up to 5**

Subitising 'just seeing' represent number numeral counting altogether (circling gesture) total part whole 'muscle memory', pattern position more fewer same equal 'stopping number'

Link to Mastering Number Document NCETM

Number of the Week 1-10  
Linked story time texts...

*One Fox*  
*Three Little Pigs*  
*Six Dinner Sid*  
*Snow White & the Seven Dwarfs*  
*Ten in the Bed*



# Autumn

	<p><b><u>Numerical Patterns</u></b></p> <ul style="list-style-type: none"> <li>• I can recite numbers in order to 5</li> <li>• I can compare sets ‘just by looking’</li> <li>• I can compare numbers using non-standard mathematical language; bigger, smaller, same</li> <li>• I can copy patterns</li> <li>• <b>I can recite numbers in order to 10</b></li> <li>• <b>I can compare sets using a variety of strategies, including ‘just by looking’, by subitising and by matching</b></li> <li>• <b>I can compare numbers quantities using words more, fewer and same</b></li> <li>• <b>I know that numbers get bigger when you add</b></li> <li>• <b>I know that numbers get smaller when you take some away</b></li> </ul> <p><b><u>Shape, Space and Measure</u></b></p> <ul style="list-style-type: none"> <li>• I can use some non-standard mathematical language to talk about shape; pointy, round, curved</li> <li>• I can name 2d shapes; circle, square, triangle and rectangle</li> <li>• I can sort 2d shapes according to type</li> <li>• I can use positional language</li> <li>• I can talk about the properties of 2d shapes using mathematical vocabulary</li> <li>• I can use a range of vocabulary to talk about size</li> <li>• I can compare the size of objects</li> <li>• I can use a range of vocabulary to talk about length</li> <li>• I can compare the length of objects</li> <li>• I can use vocabulary related to money in a role play context</li> </ul>	<p>add takeaway</p> <p>2d shape circle square rectangle triangle side corner behind, forward, backwards... measure big, bigger, biggest small, smaller, smallest length long, longer, longest short, shorter, shortest customer buy sell pay ...</p>	
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# Autumn

Understanding the World	<p><b><u>Past and Present</u></b></p> <ul style="list-style-type: none"> <li>• I can name people in my family and talk about them</li> <li>• I can talk about change; transition, environment, stories</li> <li>• I can name and talk about other children in our class</li> <li>• I can name and talk about some familiar adults in our setting</li> <li>• <b>I can talk about my own life story</b></li> <li>• <b>I can talk about how I have changed using vocabulary then and now</b></li> <li>• <b>I can use language related to time; then, now, first, before...</b></li> <li>• <b>I can order events in stories</b></li> <li>• <b>I can talk about why we wear a poppy on Remembrance Day</b></li> </ul>	family change order past present future now then next remember	<p style="color: red;"><b>Baby &amp; mother visit</b></p> <p><i>Life in the Past -My Life Story research</i></p> <p>Read Why by Alexei Popov</p>
	<p><b><u>People and Communities</u></b></p> <ul style="list-style-type: none"> <li>• I can talk about/draw my familiar places</li> <li>• I can describe our classroom and the areas around it</li> <li>• I can talk about the journeys that I have been on</li> <li>• I can talk about my friends and the ways in which we are similar and different</li> <li>• I can be accepting and celebrate people’s differences</li> <li>• <b>I can see an aerial view of our school on Google Earth and use it to describe the area</b></li> <li>• <b>I can talk about the journey to Forest School</b></li> <li>• <b>I can draw simple maps of the route to Forest School</b></li> <li>• <b>I can describe Forest School and compare it to the school buildings</b></li> <li>• <b>I can talk about special places for characters in the stories we read</b></li> <li>• <b>I can talk about similarities and difference between the things I celebrate and the celebrations of others; birthdays, Christmas, Diwali</b></li> </ul>	place journey  same different  Earth globe map  celebration festival	

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# Autumn

	<p><b><u>The Natural World</u></b></p> <ul style="list-style-type: none"><li>• I can talk about the natural environment around our school</li><li>• I can compare this environment to my home</li><li>• I can identify plants growing in our outdoor area</li><li>• I can talk about why we harvest plants</li><li>• I can talk about decay in plants</li><li>• I can talk about the seasonal changes we see in Autumn</li><li>• <b>I can identify seeds and bulbs</b></li><li>• <b>I can describe the environment at Forest School</b></li><li>• <b>I can describe weather changes and their effect on us</b></li><li>• <b>I can talk about melting and freezing</b></li></ul>	<p>plants compare grow harvest seeds bulbs decay change weather seasons freeze melt</p>	<p><u>October Half Term</u> <u>Project-Autumn</u> <u>Treasure Box</u></p>
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# Autumn

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">xpressive Arts and Design</p>	<p><b><u>Creating With Materials</u></b></p> <ul style="list-style-type: none"> <li>• I can use art equipment safely and appropriately</li> <li>• I can mark make with a range of tools</li> <li>• I can draw lines and shapes to represent objects</li> <li>• I can manipulate malleable materials to make shapes</li> <li>• <b>I can select the right tools for a task</b></li> <li>• <b>I can mix paint colour to create new ones</b></li> <li>• <b>I can join materials</b></li> <li>• <b>I can use scissors to cut</b></li> <li>• <b>I can use a range of printing techniques</b></li> <li>• <b>I can tell others about my creations</b></li> <li>• <b>I use props and materials in my role play</b></li> </ul>	<p>tools line shape picture</p> <p>colour mix join</p> <p>print 'Print and lift' prop</p>	<p>Link with FMS</p>
	<p><b><u>Being Imaginative and Expressive</u></b></p> <ul style="list-style-type: none"> <li>• I can narrate my play with small world toys and role play using my own experiences</li> <li>• I can create stories with a friend</li> <li>• I can join in with singing familiar songs and rhymes</li> <li>• I can participate in simple call and repeat songs</li> <li>• <b>I can join in with new songs and rhymes that we have learnt</b></li> <li>• <b>I can join in with simple choreographed dances</b></li> <li>• <b>I can sing a wide range of nursery rhymes</b></li> <li>• <b>I can make a sound on a percussion instrument</b></li> <li>• <b>I can talk about similarities and differences in the music we listen to</b></li> </ul>	<p>storytelling repeat</p> <p>percussion same different</p>	



# Autumn

<p><b>Religious Education</b> Lichfield Diocese religious education guidance</p>	<p><b>Why is the word God so Important to Christians?</b></p> <ul style="list-style-type: none"><li>• I can name the people who are important to me</li><li>• I know that God is important to Christians</li><li>• I know that Christians believe that God created the universe</li><li>• I can talk about events from the Creation story</li><li>• I can talk about how Harvest is a time when we say thank you to God</li></ul> <p><b>Why do Christians perform nativity plays at Christmas?</b></p> <ul style="list-style-type: none"><li>• I know that Christians believe that God gave his only son Jesus to the world</li><li>• I can make links between Jesus the baby and Jesus the man</li><li>• I can talk about events in the nativity story</li><li>• I know that the nativity story is the story of Jesus' birth</li><li>• I can talk about the traditions we enjoy at Christmas</li><li>• I can talk about how Christians celebrate Christmas in church</li></ul>	<p>God Christians create universe harvest</p> <p>Jesus nativity traditions celebrate</p>	
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# Autumn

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>Computing</b>            Teach Computing NCCE/Barefoot Computing         </p>	<p><b>Online Safety – taught throughout the year</b></p> <ul style="list-style-type: none"> <li>• I can name devices that can be used to go online</li> <li>• I know that I only go online with a trusted adult</li> <li>• I can tell you who my trusted adults are</li> <li>• I can talk about the ways the internet can be used to communicate with others</li> <li>• I can say no to someone who upsets me online or offline</li> <li>• I can speak to an adult if someone upsets me online or offline</li> <li>• I can talk about ways information about me could get put online</li> <li>• I can talk about the rules that will keep me safe online</li> </ul> <p><b>Technology all around us</b></p> <ul style="list-style-type: none"> <li>• I can talk about the ways technology can help us</li> <li>• I can identify devices in the classroom</li> <li>• I can name devices we have at home and in the world around us</li> <li>• I can switch a device off and on</li> <li>• I know that sometimes the user has to log in</li> <li>• I can name the main parts of a computer/laptop</li> </ul> <p><b>Technology can be used to create images</b></p> <ul style="list-style-type: none"> <li>• I can use my finger, a smartboard pen or a mouse to make marks on a screen</li> <li>• I can create different lines, shapes and effects</li> <li>• I can change the colour and size</li> <li>• I can save my images with support</li> <li>• I can delete my images</li> </ul>	<p>trust safety rules online offline internet communicate technology devices electricity user log in computer laptop tablet...</p> <p>images effects mouse screen save delete</p>	
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# Autumn

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