



### Early Years Foundation Stage Medium-Term Plan



#### Continuous Provision

**Malleable** Rolling pins, shape cutters, baking trays, recipe books

**Sand** Different sized spoons and containers

**Water** Different sized containers

**Maths/Investigation** Number tiles, magnetic numbers, 2D shapes, open ended counting resources

**Role Play** Basic home corner, prop box and block play

**Creative** Nursery rhyme CD, Felt tips, pencils, scissors and glue sticks

**Mark Making/Writing** Pencils, crayons and felt pens. Different types of paper

**Reading** Sound cards, phonics book, HFW posters, individual name cards

**Small World** Dinosaurs and farm

**Construction** Large wooden bricks

**Outdoor** Large construction, large sandpit, large water area, mud kitchen, bikes and trikes

*\*Provision will be enhanced weekly based on the children's interests, next steps and levels of skill. This will be recorded on the weekly plan and evidenced in the environment plan folder.*

#### This half term we will be:

- Celebrating starting school
- Getting to know our class. Including meeting our teachers and making new friends.
- Learning our classroom rules and routines to help us stay happy and safe.
- Finding out about families and sharing who is in our family
- Learning about our body including naming the parts of our body and thinking about how to keep our body healthy.
- Thinking about how we have grown and changed in our life.

Look out for our sharing our learning mats for Autumn 1.

They are focused around:

Starting School

Harvest



#### Celebrations and Events



Starting School Harvest Festival

#### Possible books/songs to support our learning...



Harry and a Bucketful of Dinosaurs,  
The colour monster goes to school,  
Pete the cat - starting school

Owl Babies - Reading Spine story

Goldilocks and the three bears, It's okay to be different, My family  
Cbeebies - Family

Little Red Hen, Farmer Duck - Harvest

Funny bones - Our bodies

*\*Themes are used as a starting point in learning. These may be adapted at various points to allow for children's interests to flow through the teaching, learning and provision.*

The seven areas of learning and development that are used to shape our educational programme at The Meadows Primary School are as follows. All areas of learning and development are important and inter-connected. Many of these opportunities will be developed within children's daily purposefully planned play opportunities.

### Communication and Language - Prime Area

#### Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

#### Intent

##### Development Matters - Focus points

#### Implementation

##### Activities/Provision/Teaching & Learning Opportunities

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Develop social phrases.
- Engage in storytimes.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Engage in non-fiction books.

- Introduce Mr Potato head
- Model good listening and how we show good listening
- Daily circle time - Hello song, Days of the week, Weather
- Weekly story focus
- Echo reading
- Reading areas with a range of text - inside and outside
- Daily singing/nursery rhymes
- Range of songs within performance area
- Phase 1 listening games
- Daily story and reflection time
- Sharing holiday books/family photographs - Listening to others

*\*See Development Matters for further guidance*

**Personal, Social and Emotional Development - Prime Area**

**Educational Programme**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**Intent**

*Development Matters - Focus points*

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Manage their own needs - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing - Healthy Eating

*\*See Development Matters for further guidance*

**Implementation**

*Activities/Provision/Teaching & Learning Opportunities*

- Staggered start - two smaller groups to support children building relationships with adults and peers
- Introduction to environment and planning cards - adults modelling play and expectations.
- Name games, team games and getting to know each other activities - Circle time
- Introduction of children's 'patches' to display wow moments
- Star of the day/Reward chart and class bear
- Daily Routines and class/school rules
- This terms school values - Positivity and Friendship
- Well-being Wednesday - 5 to thrive
- Daily reflection/collective worship
- Pete the cat - starting school song/video
- Rolling snack and promoting independence
- Harvest - finding out about where food comes from and different types of foods.

## *Physical Development - Prime Area*

### **Educational Programme**

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### **Intent**

#### *Development Matters - Focus points*

- Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing
- 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.
- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes

*\*See Development Matters for further guidance*

### **Implementation**

#### *Activities/Provision/Teaching & Learning Opportunities*

- Gross motor skills focus within outdoor environment - The Meadow
- Introduction and use of trim trail and playground at lunch times
- Brain breaks
- Range of tools and equipment to support fine manipulative skills
- Name cards added to environment and sent home to practise letter formation and pencil grip
- Squiggle whilst you wiggle opportunities
- Introduction of letter/number formation within teaching - rhymes to support
- Use of knife and fork - Hot dinners (home corner and other resources used to practise these skills within play)

*Literacy - Specific Area*

**Educational Programme**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Intent**

*Development Matters - Focus points*

- Develop their phonological awareness, so that they can recognise words with the same initial sound, such as money and mother.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- 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 the school's phonic programme.
- Form lower-case and capital letters correctly.

*\*See Development Matters for further guidance*

**Implementation**

*Activities/Provision/Teaching & Learning Opportunities*

- Well stocked reading and writing areas alongside books and mark making within all areas of provision.
- Introduction of monster phonics - After baseline assessments.
- Classroom signs and labels to reflect the colour coded monster phonics scheme.
- Phonic posters and writing prompts displayed.
- Name writing for patch, name cards added to environment and sent home.
- Phonic games - pass the parcel, sorting sounds, eye-spy, robot talk, silly soup, bingo, pick a picture.
- Story time book sent home with the introduction of reading scheme books as the children begin phase 2 phonics.
- Daily story time and singing.
- Use of seesaw to engage and update parents and provide learning at home opportunities that support the literacy and phonic learning in school - Virtual classroom

## Mathematics - Specific Area

### Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Intent

#### *Development Matters - Focus points*

- Count objects, actions and sounds.
- Subitise.
- Compare numbers.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

*\*See Development Matters for further guidance*

### Implementation

#### *Activities/Provision/Teaching & Learning Opportunities*

- Counting songs and rhymes - familiar ones and introduce new ones
- Daily circle time incorporating a range of maths skills
- Mastering number programme - 10 minutes daily focused maths sessions
- Numberblocks
- SSM focus weekly
- Orchard games - spotty dogs and catch and count to support subitising
- High quality maths provision embedded within the environment to support both number and SSM
- Goldilocks and the three bears - Size and ordering
- Maths Display - Numberline with focus numbers/representations, working wall, vocab, maths in action
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*Understanding the world - Specific Area*

**Educational Programme**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Intent**

*Development Matters - Focus points*

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Understand the effect of changing seasons on the natural world around them.

*\*See Development Matters for further guidance*

**Implementation**

*Activities/Provision/Teaching & Learning Opportunities*

- Getting to know children and families
- Books with different families in them - Maya's family, love makes a family, it's okay to be different, Cbeebies - my family, introduce Oxford Reading Tree family
- Sharing of holiday books/family photos
- Introduction to adults within school and the school environment
- RE, Well-being Wednesday, PSHE group times and daily collective worship
- Introduce Forest and Forest rules
- Autumn walk around school
- Daily weather - circle time
- Harvest time - harvest festival and visitor

*Expressive Arts and Design - Specific Area*

**Educational Programme**

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

**Intent**

*Development Matters - Focus points*

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own.
- Develop storylines in their pretend play.

*\*See Development Matters for further guidance*

**Implementation**

*Activities/Provision/Teaching & Learning Opportunities*

- Creative area with continuous provision and enhancements based on topic/interests/next steps
- Performance area with CD player - Focus on familiar nursery rhymes
- Home corner, deconstructed role play, prop box
- Storytelling through small world and construction play
- Introduction of bells/music for tidy up time
- Weekly music sessions - Charanga
- Harvest performance - Dingle, Dangle scarecrow
- Introduce Primary colours for painting
- Daily singing/nursery rhymes