



Year R Autumn 2 Medium Term Plan

Writing and Reading (Literacy)	<p>Watch video on firework display. Discuss firework safety. Continue Rhyming Strings (LA group continue all week)</p> <p>Write labels and captions for firework pictures.</p> <p>Lit, W 40-60 Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels,captions. Lit R 40-60 Continues a rhyming string.</p>	<p>Read and: Retell the story Order the story Writing labels/captions.</p> <p>Focus: write labels/captions for Diwali images (fireworks, diva, food, gift, sweets)</p> <p>Lit, W 40-60 Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels,captions.</p>	<p>Speaking focus: retelling understanding of Eid or events of mosque trip.</p> <p>CL, S 30-50 Uses talk to connect ideas, explain what is happening and , recall and relive past experiences</p> <p>40-60 Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Retelling the Thanksgiving story. Creating a story map. Labelling/captioning Thanksgiving foods</p> <p>Focus:drawing and writing what we are thankful for in a label/caption</p> <p>Lit, W 40-60 Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels,captions.</p>	<p>Retelling the Hannukah story. Creating a story map. Drama: acting out parts of the Hannukah story.</p> <p>CL, S Uses language to imagine and recreate roles and experiences in play situations.</p> <p>NO FOCUS THIS WEEK DUE TO ASSESSMENT WEEK.</p>	<p>Make a shopping list Write a letter to Santa or a christmas wish list.</p> <p>Lit, W 40-60 Hears and says the initial sound in words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels,captions.</p>	<p>CL S 40-60 Uses language to imagine and recreate roles and experiences in play situations Lit W 40-60 40-60 Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
GPS (Taught in Phonics)	High Frequency Words	High Frequency Words.	High Frequency Words	High Frequency Words	High Frequency Words	High Frequency Words	
PSHE (PSED) Jigsaw Topic – Celebrating Differences	<p>What I am good at? I can identify something I am good at and understand everyone is good at different things</p> <p>Teacher to have a special bag/box full of things they are good at and enjoy, e.g. what book they love to read, their favourite food, special teddy. Show the children the contents of the bag/box and give a brief explanation of why these things are</p>	<p>I’m Special, I’m Me! I understand that being different makes us all special Is it OK to be and do different things to the people around us? Ask the children to discuss amongst friends/talk partners. Read one of the suggested stories or something similar with the theme of being different but comfortable within ourselves.</p> <p>Help Me Learn</p>	<p>Families I know we are all different but the same in some ways</p> <p>Ask children into a circle and show them a large selection of photos. Ask the children to talk to each other about how we could sort the photos into two groups, e.g. old and young, male/female. Ask children to feed back to the group about how we could sort the photos and allow them to do so. Jigsaw Jenie</p>	<p>Houses and Homes I can tell you why I think my home is special to me This can be done in small groups or as a whole group. Select two teddies that are very similar in size. Tell the children that they need to build a house for each of the teddies. What could we use in the room? As a group, construct houses for the teddies to live in.</p> <p>Help Me Learn Look at the houses you have made. Are they</p>	<p>Making Friends I can tell you how to be a kind friend</p> <p>Ask the children to talk to each other about how we make friends. What can we say or do? Teacher to mind map all the children’s ideas. Help Me Learn Read one of the suggested stories or one similar about making friends. Did the story do any of the children’s ideas about how to make friends?</p>	<p>Standing Up for Yourself I know which words to use to stand up for myself when someone says or does something unkind This activity can be done using puppets/teddies or two grown-ups in the room. Get the children into a circle. Using the teddies set it up so it looks like they are playing; then get one of them to start saying unkind things to the</p>	



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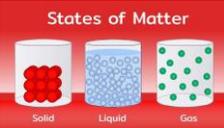


	<p>special. Help Me Learn Sit the children in a circle, ask the children to think about what they are good at in school. Go around the circle and, using Jigsaw Jenie as a talking object, ask children to say what they are good at doing in school and encourage them to say why.</p> <p>Questions: What are you good at doing and why? Are we all good at/like the same things?</p> <p>Introduce Jigsaw Jerrie Cat Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath and then continue with the next activity.</p> <p>Let's Think Look at the collection of items in the circle. Are they all the same? Are we all good at/like the same thing? This can be done through talk partners/friends. Explain to children how we are all good at different things and that we should be proud of our achievements. Explain to children how we should be happy for our friends who are good at different things and that we can</p>	<p>Jigsaw Jenie tells the children something s/he is good at. Using talking partners/friends, ask the children to talk to each other and find out something that they are each good at, e.g. I like football, he likes running. Feed back to the class. Does it matter if your friend likes something you don't? What about wearing different clothes? Talk about being unique and being who we want to be. Jigsaw Jenie likes to be a unique Jigsaw Friend. Questions: Is it OK to be and do different things to the people around us? Does it matter if your friend likes something you don't? Is it OK to wear different clothes?</p> <p>Let's Think Model creating an 'I'm Special' link for the group's paper chain. You could do this for Jigsaw Jenie or Jigsaw Jerrie Cat. A link for the chain all about you, what you like doing, favourite foods, etc. Suggestion could be to draw or stick a picture of yourself in the middle of a piece of paper. Then using</p>	<p>can be used to facilitate.</p> <p>Help Me Learn As a group, look at how the photos have been sorted. Is there a different way we could sort the photos? Provide opportunities for children to share their ideas and sort the photos. Ask the children, can we group people? Why? Reinforce the idea that we all have some things that are the same but that we are also unique and very different from each other. Look around the room. Are we all the same/different? How? Are all our families the same?</p> <p>Raise Jigsaw Jerrie Cat's paws to indicate this PAUSE POINT. Jerrie Cat asks children to take a deep breath in and out and be ready for Jerrie Cat's question. Questions: Can we group people easily? Are we all the same/different? How? Let's Think Read the suggested story or another one that has the themes of similarities and differences. Before reading the story reinforce the idea that we can all be very</p>	<p>the same or are they different? Show children pictures of different styles of house from around the world. Are any similar to where they live or are they different?</p> <p>Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and get ready for Jerrie Cat's question. Questions: What would a house look like? Are all houses the same? Let's Think Get the children to talk about what the inside of their house is like. Do they have photos up? What colour is their bedroom, etc.? Highlight how our houses are special to us and unique.</p> <p>SC and SA Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p>	<p>Was there anything in the story that the children hadn't talked about?</p> <p>Raise Jigsaw Jerrie Cat's paws to indicate to children that they need to PAUSE (Stop), take a deep breath in and out and get ready for the question. Questions: How do you make friends? How can we be kind friends? What can we do if we see someone by themselves? How can we be kind friends? What can we say that would make us a kind friend? Let's Think Talk about friendships in the class: what can we do if we see someone on their own? How can we be kind friends? What can we say that would make us a kind friend? Use Jigsaw Jenie as the one whose friend is away from school, so s/he feels lonely. Can the children suggest solutions?</p> <p>MR 40-60m 2 Explains own knowledge and understanding, and asks appropriate questions of others. 3 Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>other, e.g. I don't like your jumper, it's horrible; you're not doing it right; it's not yours, it's mine. If using grown-ups, replicate the scenario as described above with the puppets, snatch things from each other and say unkind comments. Help Me Learn Does Jigsaw Jenie like what s/he sees? Do the children like what they see? Talk with friends about what they didn't like in that scenario and then feed back to the circle. How does it make the children feel seeing that unkind behaviour? How do you think the puppet/grown-up feels? Take some of the unkind things said and encourage discussions about why they are not OK to be said. What could be done instead? Let children know this was a pretend scenario. Questions: Do you like what you see? How does it make you feel? Is it OK to say unkind things and why? Raise Jigsaw Jerrie Cat's paws to indicate this PAUSE POINT. Ask</p>
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	<p>all help each other learn.</p> <p>SCA 30 5 Confident to talk to other children when playing, and will communicate freely about own home and community.</p>	<p>catalogues and magazines, cut out pictures/draw and label all the things that make us unique and special, e.g. favourite toys, favourite books, etc. We are each special and unique and also linked together because we belong to the class/school. The paper chains can be used as part of the whole school Celebrating Difference Hall of Fame.</p> <p>SC and SA Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p>	<p>similar but also have features that make us different and unique.</p> <p>MFB 40 2 Aware of the boundaries set, and of behavioral expectations in the setting. SCA 30 4 Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults.</p>			<p>the children to pause, take a deep breath in and out and notice how they might feel right now. Let's Think</p> <p>If we don't like what someone does or says to us, what can we do to fix it? Teach the children to say, 'Please don't do that, I don't like it' when someone does or says something to them that they don't like. Explain to the children if they hear those words they have to stop. As class/talking friends, think of things we could say to each other that are nice. Practise with Jigsaw Jenie.</p> <p>MR 40-60m 2 Explains own knowledge and understanding, and asks appropriate questions of others. 3 Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	
<p>Science (KUW)</p>	<p>What is science?</p>  <p>Introduce 'science'-learning and researching about the world. Introduce Key words & 3 states.</p>	<p>Can you eat gas?</p>  <p>Recap Key words & 3 states.</p> <p>https://www.youtube.com/watch?v=JQ4WduVp9k4</p>	<p>Can you turn solid chocolate into a gas?</p>  <p>Recap key terms solid liquid and gas. Introduce 'changing states'. Explain that</p>	<p>Can you reverse it?</p>  <p>Introduce lesson: making a Diwali treat 'chocolate ladoos' Discuss ingredients and process. Pupils to</p>	<p>Can you taste the rainbow?</p>  <p>Show pupils skittles. discuss SOM. Show pupils water, discuss SOM.</p>		



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	<p>https://www.youtube.com/watch?v=JQ4WduVp9k4</p> <p>Pupils to act out 3 states.</p> <p>Experiment and sort items into solids, liquids and gases of their own accord. Discuss as class.</p> <p>Key words: states of matter, solid, liquid, gas, move, particles</p> <p>solid- something that is firm and stable liquid- something that flows and stays the same gas- something that expands to fill a space</p> <p>Key questions: What is a solid/ liquid/ gas? Is this solid, liquid/ gas?</p> <p>Resources pp, examples of solids liquids and gases.</p> <p>UTW TW Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>Pupils to re-act out 3 states.</p> <p>Pupils to test properties of solids, experiment to test e.g. pour, squish etc.</p> <p>Class discussion and mind maps of properties based on pupil findings</p> <p>Key words: solid, liquid, gas, eat, pour, drink, states of matter, firm, flow, squeeze, the rest pupil led.</p> <p>Key questions: What can a solid/ liquid/ gas do?</p> <p>Resources pp solids liquids and gases, testing objects</p> <p>UTW TW Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>some materials can change states.</p> <p>Pupils to experiment with ways to melt a chocolate button.</p> <p>A: chocolate can melt</p> <p>Key words: states of matter, solid, liquid, gas, move, particles, changing states, melting, freezing/cooling, boiling</p> <p>Key questions: How do we change solid ice to a liquid? How do we change a liquid like water to a gas? How do we change a liquid back into a solid?</p> <p>Resources pp, chocolate buttons</p> <p>UTW TW Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>predict whether once made we can reverse.</p> <p>Pupils to make ladoos. Discuss possible ways to reverse teacher to model with ladoos.</p> <p>Model it can't be reversed.</p> <p>Key words: chocolate ladoo, Diwali, reverse, chemical change.</p> <p>Key questions: How can we reverse it? Is it the same as what we started with?</p> <p>Resources ladoo ingredients, oven?, tissue, plates etc., bowls, o</p> <p>UTW TW They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Predict what will happen.</p> <p>Pupils to combine skittles and water. Ask key questions.</p> <p>A: Yes solid skittles colour and flavour has diffused into the liquid water.</p> <p>Key words: skittles, rainbow, colour, liquid, dissolve, taste, flavour,</p> <p>Key questions: Is it a solid, liquid or gas? What will happen when we mix a solid and liquid? Can we reverse it? Is it the same still?</p> <p>Resources skittles, water, plastic cups (x30),</p> <p>UTW TW They make observations of animals and plants and explain why some things occur, and talk about changes</p>		
RE (PC)	<p>Giving</p> <p>Interest Me: (whole class) Have a letter addressed to the class from the Head Teacher (or other significant person in the school). Make the letter</p>	<p>Saying thank you</p> <p>Interest Me: (whole class) Have the wrapped up present (from last week) in the middle of the floor.</p>	<p>The shepherds</p> <p>Interest Me: (whole class) Have the carol 'Whilst shepherds watched their flocks by night' playing with sheep toys or masks</p>	<p>Interest Me: (whole class) Show an assortment of Christmas cards that are of a commercial nature as well as depicting the Christmas story. Children pass them</p>	<p>The wise men</p> <p>Interest Me: (whole class) If possible, have the room in darkness and have a series of starry sky pictures on the IWB. Have carol</p>	<p>Time to celebrate</p> <p>Interest Me: (whole class) Show animations of the Christmas story Help Me Learn: Hotseating - adult to wear each character's</p>	



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	<p>informal in style and chatting about things that they like and don't like. Help Me Learn: Explain to the children that you would like to give them a present but are not sure about what you could give them. Are there any clues in the letter? Adult to make an obvious mistake and choose something that the letter has made clear that they don't like. See if the children pick up on this error (if not, have an adult point this out). Say that you like them and that's most important, it doesn't matter if the person doesn't. Allow plenty of opportunities for talk in partners. Have a suitable present lined up and wrap in front of the children (keep for next session).</p> <p>Questions: What is the point of giving presents?</p> <p>Let's Think: If someone was giving you a present, what would be the one thing you would love most? If you were given it, how would it make you feel?</p> <p>PSED MFB Understands that own actions affect other</p>	<p>Help Me Learn: Remind the children about the letter that had been received last week. Talk about the present that had been decided upon. Either ask the recipient to come to the classroom for the children to give them the present (this would be the best option, but will need advance preparation) or send some children to deliver it. The recipient needs to be very enthusiastic with lots of 'thanks'. Then have someone deliver a present to the teacher. Be the exact opposite with no thanks and being ungrateful. Get the children to explain what the problem is and also get the giver to explain how it made them feel when you were so rude.</p> <p>Questions: How does the person feel who got the present? How did it make you feel to give it? What did they say? (Explain you were just pretending to be rude!)</p> <p>Let's Think: When do we say thank you? Set a challenge to try and thank people as much as possible whenever they can!</p>	<p>in the centre of the circle.</p> <p>Explain that shepherds long ago were considered to be dirty because they took care of sheep. Shepherds had important jobs because they needed to take care of each sheep and make sure they were fed and safe from danger.</p> <p>Help Me Learn: Ask for volunteers to act out the shepherd and angel scene. Adult to read the Bible verses (see below) and children to decide on actions that best portray each verse.</p> <p>Questions: Who was in the story? How did the shepherds feel when the angel appeared? What did the angel tell the shepherds?</p> <p>Let's Think: Have you ever been told some good news? (e.g. a special treat etc.) How does it feel to receive good news?</p> <p>Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p>	<p>round and talk about why those pictures in particular are on the front of the cards. Sort them into two groups. Pull out the 'religious' cards and use them to support your Help Me Learn session.</p> <p>Help Me Learn: Light a candle to signify start of a special story. Using a Children's Bible, tell the Christmas story using the cards as a visual timeline as the story unfolds. Allow opportunity for questions and comments at strategic points of the story e.g. after Mary is told she is going to have a baby, after the shepherds/kings, etc. Peg up the cards in the correct order. After the story, encourage the children to re-tell what happens using the cards as a prompt.</p> <p>Questions: How do you think Mary felt? Who celebrates Christmas?</p> <p>Let's Think: Before blowing out candle, think carefully about all the parts of the story. Which part did you like the most and why? Whisper to their talk partners and encourage a few to share with the class. Blo</p> <p>PC 40-60</p>	<p>'Star of Wonder' playing in the background.</p> <p>Help Me Learn: Ask the children who they thought came to visit them when they were born and what type of presents they were brought OR have they ever gone to visit a new baby? What did they notice? Now get out the following story prompts (sheep - toy or picture, star, baby doll AND a crown). In pairs, children to re-tell the parts of the story (in order) using the resources as a prompt. Using a children's Bible, tell the story about the wise men's journey and gifts. Explain what the gifts were.</p> <p>Questions: What do you think they felt when they saw the star in the sky? Why do you think they chose those particular gifts?</p> <p>Let's Think: If you were visiting baby Jesus, what gift would you take and why? Children to think about it for a couple of minutes and then share with their talk partners.</p> <p>Listening and attention Maintains attention, concentrates and sits</p>	<p>mask. Children to ask them questions and adult to answer them in character.</p> <p>Questions: What do you do in the Christmas story?</p> <p>Let's Think: If possible, have the room in darkness with a nativity scene either real or on the board lit up by a torch. 'Silent Night' or similar playing quietly in the background. Allow children a few minutes to think about the Christmas story. What questions would they like to ask?</p> <p>PC 40-60 Enjoys joining in with family customs and routines.</p>
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Art (EAD) Autumn 1	<p>people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p>PSED MFB Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting</p>		<p>Enjoys joining in with family customs and routines.</p>	<p>quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p>		
History (People and Communities) Importance in our family	<p style="text-align: center;"><u>All about me</u></p>  <p>Introduce to the children a family tree, show an example on what a family tree looks like and what a family tree is. Explain to the children that they will make an individual family tree that represents everything about them.</p> <p>Children we have the opportunity to talk more about themselves i.e. interests, family</p>	<p style="text-align: center;"><u>Who takes you to school?</u></p>  <p>Now the children have done their self-portraits, it's time to add leaves to our family tree. The first leaf is going to be about who takes you to school. TP get the children to ask their friends who takes them to school.</p> <p>Key questions:</p> <p>How do you get to school?</p> <p>Who brings you to school?</p> <p>Who do you go to school with?</p>	<p style="text-align: center;"><u>Who reads me a book?</u></p>  <p>Tell the children that our family trees are starting to grow, and when trees grow, they grow more leaves. "We have only got two leaves on our tree do you think that's enough? No, we need to add more". Recap what we have added to our tree so far, then explain what we are putting on our tree next.</p> <p>Key questions:</p> <p>Who likes to read a book?</p>	<p style="text-align: center;"><u>Who do you play with?</u></p>  <p>Recap what they did last week and say our tree needs more leaves! Explain we are going to add another leaf but this time on showing who plays with them. TP talk to your friend about the following:</p> <p>Key questions:</p> <p>Who do you play with at home?</p> <p>What do you play?</p> <p>Who plays with you at school?</p>	<p style="text-align: center;"><u>Are all families the same?</u></p>  <p>Recap what they did last week .</p> <p>It's now time to show our family tree to the class!</p> <p>Get the children in groups of 6 and as a group talk about their family tree.</p> <p>Key questions:</p> <p>What is a family?</p> <p>Who is in your family?</p>		



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<p>W WOODSIDE</p>	<p>members, friends etc. start off by talking about themselves.</p> <p>Key questions:</p> <p>What colour hair do you have?</p> <p>What colour eyes do you have?</p> <p>Is your hair long or short?</p> <p>Tell the children that the first thing we are adding to our tree is a picture of themselves. To do this we will be drawing a self-portrait.</p> <p>Model how to do a self-portrait on the white board. Children will then do there old self portrait</p> <p>UTW PC:</p> <p>Early Learning Goal They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Gather ideas and write them down on a spider diagram.</p> <p>Model to the children a picture and a label of someone who takes them to school. Afterwards have the children draw their own individual picture of someone who takes them to school.</p> <p>UTW PC:</p> <p>Early Learning Goal They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Where do you read a book?</p> <p>What books do you like reading?</p> <p>TP who reads a book with you? It can be either someone from school or someone from home. Gather children's ideas. Get the children to draw their favourite book and the person who read them a book on the leaf to add to their family tree.</p> <p>UTW PC:</p> <p>Early Learning Goal They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Why do you play with them?</p> <p>Gather ideas from the children. Get them to draw a picture of what they like to play and the person they like to play with. Label the picture with either a word, caption or sentence.</p> <p>UTW PC:</p> <p>Early Learning Goal They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Where does your family come from?</p> <p>Who takes you to school?</p> <p>Who do you play with?</p> <p>What do you look like?</p> <p>Ask the children one thing they have learnt about their friends. evaluate- are all families the same? Explain that some families are similar, some families are different. Some come from different countries, follow different religions. Some have siblings, some don't. Family tree represents who is part of our family, they may be different or the same but they are still a family.</p> <p>UTW PC:</p> <p>Early Learning Goal They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>			
<p>Geography Autumn 1</p>								
<p>DT (EAD and PD)</p>	<u>Sewing</u>	<u>Sewing</u>	<u>Sewing</u>	<u>Sewing</u>	<u>Sewing</u>	<u>Sewing</u> To sew on a button.	<u>Sewing</u>	



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	<p>To learn what sewing is. To identify the tools needed. To know why we need to sew. To discuss what sewing is. EUM ELG Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. PD Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>To thread a needle and handle tools with increasing control. To push the needle through the Binca. To thread the needle. To hold a needle with one hand. EUM ELG Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. PD Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>To make some Straight stitches on the Binca. To make a few Back stitches. To go back and pull the thread through closing the gap. (2) To pull thread through the Binca. (1) EUM ELG Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. PD Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>To make some Straight stitches on the Binca. To make a few Back stitches. To go back and pull the thread through closing the gap. (2) To pull thread through the Binca. (1) EUM ELG Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. PD Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>To have a button stitched to the Binca. To bring the needle through the Binca and Button. To know why we need buttons. EUM ELG Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. PD Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>To use a pattern. To cut out fabric shapes. To draw around the shape. To pin the shape to the fabric. EUM ELG Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. PD Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	
Music (EAD)	<p><u>To sing and join in with actions confidently.</u> Identify known/familiar songs-counting, action, topic based. Make shakers. Follow a rhythm, fast/slow, loud/quiet. EAD ELG Children use what they have learnt about media and materials in original</p>	<p><u>To listen and respond to music.</u> play games where children need to listen and respond to music. Eg musical statues. Moving according to sound. EAD ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p><u>To identify musical instruments.</u> Introduce selection of musical instruments, (percussion) name them and talk about how to play them. Play; guess the instrument game. Use instruments to accompany songs. EAD ELG Children use what they have learnt about media and</p>	<p><u>To identify musical instruments</u> Introduce selection of musical instruments, (percussion) name them and talk about how to play them. Play; guess the instrument game. Use instruments to accompany songs. EAD ELG Children use what they have learnt about media and</p>	<p><u>To identify musical instruments</u> Introduce selection of musical instruments, (percussion) name them and talk about how to play them. Play; guess the instrument game. Use instruments to accompany songs. EAD ELG Children use what they have learnt about media and</p>	<p><u>To use musical instruments to accompany a story</u> Share understanding of story characters and discuss which instrument would best represent each character. Talk about how the instrument should be played to demonstrate the action in the story.</p>	



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	ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	EAD ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	
Computing (T)	Label parts of a computer To label the parts correctly To talk about the parts of a computer To identify a computer To discuss what technology is T ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes	To identify technology in our environment To say what technology we have in our homes to identify technology to say what technology is T ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes	To know how to find information on a computer To find a search engine on a computer To identify a search engine To know what a search engine is T ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes	To find an application on computer To open an app on a computer To identify an app To know what an app does T ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes	To know what paint is To open paint on a computer To find paint on a computer To know what paint is used for T ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes	To use paint on a computer To make a picture To explore the app To open paint on a computer To find paint T ELG Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes	
PE	<u>Social Skills</u> Warm-up: Moon Adventure Skill:: Dynamic balance to agility: Jumping & landing - Exploring movement	<u>Social Skills</u> Warm-up: Moon Adventure Skill: Dynamic balance to agility: Jumping & landing - Journey to the Blue planet	<u>Social Skills</u> Warm-up: Moon Adventure Skill: Dynamic balance to agility: Jumping & landing - Journey to the Blue planet Skill Application: Home planet game	<u>Social Skills</u> Warm-up: Fun in the jungle Skill: Static balance: Seated - Exploring movement Skill Application: Five cheeky monkey song	<u>Social Skills</u> Warm-up: Fun in the jungle Skill: Static balance: Seated - Monkey business! Skill Application: Five cheeky monkey song	<u>Social Skills</u> Warm-up: Fun in the jungle Skill: Static balance: Seated - Monkey business! Skill Application: Cheeky monkey says song	



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	Skill Application: I jumped aboard a rocket ship song Review: Taps for congrats	Skill Application: I jumped aboard a rocket ship song Review: Taps for congrats	Review: Taps for congrats				
Spanish							