St.Luke's COE Primary School EYFS Medium Term Planning

Cycle 1 Winter/Spring Theme: All About Me

Focus Aspects of the Curriculum & Early Learning Goals (new EYFS framework September 2021)	**Possible Activities and Experiences**
PSED **ELG: Self-Regulation** Children will: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** Children will: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **ELG: Building Relationships** Children will: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	• Find out about how to care for babies and respond to their needs – visit to baby clinic, visit from parent and baby, baby role play, set up baby's bedroom in home corner. • Explore different emotions – circle time, stories. • Settle into nursery/ reception and develop relationship with key worker and other children • Opportunities to play games which involve following rules and taking turns – circle time, board games, circle games and playground games. • Develop awareness of how we are all different and special – paint self portraits • Make family photo albums.

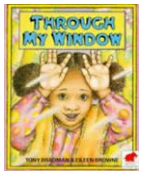
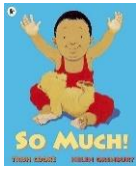
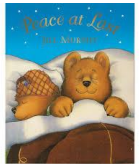
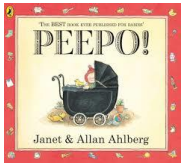
CL **ELG: Listening, Attention and Understanding** Children will: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **ELG: Speaking** Children will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	• First hand experiences of visiting baby clinic/ seeing a baby being cared for. • Role play – baby clinic, baby's room, doctor/ hospital, birthday party • Small world play – e.g. doll's house, hospital • Carry out scientific investigations and cooking activities- listen to and follow instructions and talk through activities with others • Learn a range of action songs e.g. Head, Shoulders, Knees and Toes • Follow instructions to play group and circle games e.g. party games • Play and make sound bingo games e.g. listening out for the sounds in Peace at Last, identify different animal sounds • Develop vocabulary linked to the topic. • Look at stories with a familiar theme e.g. babies, families, birthdays and talk about similarities and differences between their own lives. Look at family photos and share with friends. Ask and answer questions about their experiences.
PD **ELG: Gross Motor Skills** Children will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Children will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.	• Music and movement sessions. • Finding out about healthy eating through tasting different foods. • Looking at how we take care of our teeth – visit from dentist. • Finding out about how we keep healthy – being active, sleeping well, eating healthily. • Doctor/hospital role play – exploring how bodies work and how to stay healthy. • Using large and small PE Equipment – playing ball games, tennis, hockey, parachute games, climbing and balancing.

Literacy **ELG: Comprehension** Children will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading** Children will: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Children will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	• Using reference books/ computer to find out information about life cycles, caring for babies • Writing in role –baby clinic, hospital • Make zig zag books about growing up. • Keep a diary. • Record results of investigations. • Make a family photo album and label photos. • Invitations, lists, labels and cards – for birthday parties
Maths **ELG: Number** Children will: • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns** Children will: • Verbally count beyond 20, recognising the pattern of the counting system.	• Carrying out surveys e.g. of hair colour, eye colour, number of brothers and sisters and record results. • Sing a range of number rhymes and songs focusing on one more and one less. • Explore weight and measure through looking at their own bodies – measuring their heights, comparing shoe size, hand and foot printing • Use measuring and weighing equipment to record weight, height, shoe size, how far they can jump etc. • Role play using mathematical language and exploring weight and measure in play– baby clinic, hospital, shoe shop • Recognising and writing numbers – making birthday badges, birthday cards,100 days of school.

• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. ***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.***	
<u>UW</u> **ELG: Past and Present (early history)** Children will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities (early geography)** Children will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **ELG: The Natural World (early science)** Children will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them,	• Investigate dissolving, mixing and melting • Cooking activities which demonstrate change e.g. making bread, jelly, ice lollies, cakes • Exploring senses e.g. feely bags, food tasting, texture collages, making instruments, sensory play etc. • Investigating our bodies e.g. looking at skeleton, x rays, labelling parts of the body, taking photos, comparing similarities and differences, hand and foot printing • Make family photo albums • Make time lines of children's lives • Visit from the Health Visitor/ Baby to find out about caring for babies • Looking at photos of the children at different ages and talking about changes.

including the seasons and changing states of matter.	
EAD **ELG: Creating with Materials (early art & DT)** Children will: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Children will: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	• Painting self portraits • Exploring different media and materials and changing materials e.g. collage, fabric printing, junk modeling, bubble printing, exploding paint pictures, marbelling. • Observational pictures and drawings of nature e.g. close observational drawings of trees in spring, flowers, etc. • Singing a range of familiar and new nursery rhymes and traditional songs from a range of cultures. • Explore instruments and how sounds and voices can be changed – pitch, dynamics, rhythm • Use instruments in story telling. • Create sound patterns and record them. • Feelings paintings • Body percussion

Characteristics of Effective Learning	Playing and Exploring – engagement **ELG links: Managing Self**	Active Learning – motivation **ELG links: Managing Self, Self Regulation**	Thinking Creatively and Critically – thinking **ELG links: Managing Self**
	<u>Finding out and exploring:</u> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Showing particular interests <u>Playing with what they know:</u> • Representing their experiences in play • Taking on a role in their play <u>Being willing to 'have a go':</u> • Initiating activities • Taking a risk, engaging in new experiences, and learning by trial and error	<u>Being involved and concentrating:</u> • Maintaining focus on their activity for a period of time • Showing high levels of involvement, energy, fascination <u>Keeping on trying:</u> • Persisting with activities when challenges occur <u>Enjoying achieving what they set out to do:</u> • Showing satisfaction in meeting their own goals	<u>Having their own ideas:</u> • Thinking of ideas that are new and meaningful to the child <u>Making links:</u> • Making links and noticing patterns in their experience <u>Working with ideas:</u> • Planning, making decisions about how to approach a task, solve a problem and reach a goal.

Use of ICT	• Use digital camera/ disposable cameras to take pictures of their families to make digital photo albums. • Use painting programme to draw self portraits. • Play games on white board/ computer/ use programmable toys to practice turn taking and sharing. • Use internet to find out information about life cycles. • Investigate and find out about technology used in doctors/ hospital. Opportunities to use some simple medical equipment e.g. digital thermometers, stethoscopes, blood pressure monitor and to look at ultrasounds/ xrays. • Use digital microscope to look closely at skin, hair etc – make comparisons with each other and look at animal fur, hair, feathers etc and compare. • Use digital scales to weigh themselves and other things. • Use a simple data handling programme to record results of surveys. • Use an ipad, tape recorder or video camera to record themselves singing/ playing instruments. Record Sound patterns to copy back.
Useful Websites	Busy Things, LGFL, Espresso, BBC Bitesize
Trips and Visits	• City Farm • Doctor/nurse/midwife visit • Museum of childhood • New baby visit? • Parent/family visit (different cultures)
Links to sustainable development and Global Curriculum	• Develop understanding of different cultures • Find out about life of a child in a different country • Find out about where their own families come from • Recognise how their life is different from their parents/grandparents childhood
Core Books	   
Other Useful Books	**Reference**: Books about the body, senses, doctors, dentists, families, different cultures **Story books**: Kipper's Birthday, No Matter What, Rosie's Babies, The Colors of Us, If all the World Were…, Julian is a Mermaid, Coming to England
Environment and Additional Resources	**Displays:** Our families, self-portraits, senses, baby photos **Resources**: Baby role play – baby bath, nappies, baby clothes, towels, baby toys and books, bottles, feeding equipment, cot, high chair, catalogues of baby equipment, baby weighing scales, 'red books', height chart Doctor/Hospital – dressing up clothes, prescription pads, laminated 'x rays/ultra sounds', bandages, stethoscopes, thermometers etc., medical leaflets and posters in different community languages, scales, height charts, health eating material Investigations – different sensory materials e.g. different textured materials, small bags of different scented materials, different foods to taste, instruments, sound lotto; materials which change state e.g. jelly, salt, ice lollies and ice cubes, corn flour, soap flakes, bicarb of soda, bubble mixture
Involving Families	• Involve parents and carers in helping children to take photos of their families and making family photo albums • Involve parents and carers in helping children to make time lines of their lives with photos of themselves when they were younger • Invite parents and carers with babies to come in and demonstrate caring/ feeding/ bathing a baby.

	• Invite parents and carers with babies to visit baby clinic at Moreland House with siblings. • Mystery readers with parents • Kitchen Club • Parent workshops • Invite parents in to talk about their cultures