St. Luke's COE Primary School Early Years Medium Term Planning	
Cycle 1 Autumn/Winter Theme: Into the Woods	
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.	Settling Activities (see also settling plan): • Establish classroom rules and routines, so children have a secure 'base' to refer to. • Stories, circle times and P4C to support children explore feelings and emotions. • Welcome songs, routines and positive reinforcement to support children to feel safe and secure. • Time to play, explore, role-play and interact to support children with building relationships and confidence. • Adult-child interactions (1:1 and small groups) to support positive trusting relationships between children and adults. • Encourage healthy eating and promote this through a good lunch routine and snack times. • Encourage children to dress and change themselves by putting on coats, wellies, role-play costumes etc.
CL **ELG: Listening, Attention and Understanding** Children will:	Listening, attention building, understanding and speaking activities: • Listen to and sing songs and rhymes with some emphasis on the initial

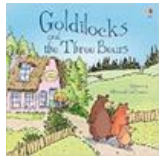
• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged 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.	sounds and alliteration in words (identify animal sounds etc.) • Explore different sounds around the environment, including body percussion, using natural resources and musical instruments. • Play listening games, circle time games to promote listening and sound discrimination. • Circle times to promote listening and taking turns with sharing ideas. • Stories, puppets and role-play to promote joining in and collaborative language. • Visuals and displays (interactive) to support children's understanding of their learning, rules and routines etc. • Promote language through play (adult-child interactions) to develop children's conversation and language turn taking skills. • Play games and set up activities to teach prepositional language.
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	Gross and fine motor activities: • Provide opportunities for children to explore a range of malleable materials (play dough, clay etc.) and tools (scissors, play dough tools, pens/crayons, tweezers etc.) • Play games and activities to encourage large and small body movements (retelling a story, animal movements etc.) • Build dens • Play circle and group games. • Introduce equipment such as bikes, balance boards, climbing equipment, hoppers, push and pulley systems etc. • Encourage children to dress and change themselves by putting on coats, wellies, role-play costumes etc. • Set up threading, finger gym activities. • Use roof terrace to provide large secure space to promote spatial awareness and to support with children using the stairs.
Literacy **ELG: Comprehension** Children will:	Literacy activities: • Have real food/everyday items in role-play and home corner with recognisable text/brands.

• 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.	• Wrap presents with labels (for Christmas, birthdays, celebrations). • Write shopping lists, birthday cards, Christmas cards, list to Santa, etc. • Read, retell and act out familiar stories, particularly with repeated refrains and patterns. • Create story maps and story scribing. • Create and use props from stories to talk about them and retell them. • Play early phonics games – initial sounds (listening games, silly soup, I-spy) and oral blending (crocodile crocodile can I cross the river, robot words, word chomp etc.) • Lots of mark making opportunities across all areas – relate to real experiences and live play.

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. • 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.***	Maths activities: • Daily routines, days of the week, weather and calendar. • Daily number songs and rhymes. • Patterns in natural/around the environment, go on a pattern walk – collect objects and make simple repeating patterns using sticks, leaves, conkers etc. • Bear hunt – collecting and counting bears. • Counting natural objects (sticks, stones, leaves etc.) when on a bear hunt, woodland walk, during forest school. • Collect natural objects (sticks, leaves etc.) to compare sizes, shapes and colours (sorting activities). • Block play/shape pictures – building a bear cave, nest, woodland cottage using an assortment of shapes, sizes and weights. • Play games and set up activities to teach prepositional language – obstacle woodland walk, Goldilocks etc. • Activities ordering by size (Owl Babies, Goldilocks). • Make a Christmas advent calendar – counting days, count downs, recognizing numbers. • Wrapping presents – exploring different shapes and sizes. • Simple sharing of small quantities – cooking, mud kitchen, snack time, role play/home corner. • Give children opportunities to solve problems and think critically both independently and collaboratively.
UW **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	Activities to support children's understanding of the world around them: • Visit to Highgate Woods, looking for signs of Autumn, seasonal changes, look at patterns, colours and textures in the environment. • Forest school sessions to build up interest, care and concern for the natural living world – bug hunt, leaf hunt, bird feeders, Autumn planting, patterns in nature, changes in nature. • Observational drawings of plants, natural objects, bugs etc. • Leaf printing and printing with other natural objects, bark rubbings etc. • Explore the different weathers – rain collectors (measuring), wind mills and kites, exploring shadows. • Use non-fiction books and technology to find out about the natural world (nocturnal animals, bugs/minibeasts, trees, birds, woodland animals, city animals). • Cook with seasonal foods and explore where they come from and promote healthy eating and lifestyles. • Using iPads/cameras to take photos and record changes in nature (Leaf app or

– 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, including the seasons and changing states of matter.	Picture This app to identify trees and plants) and record bug finds etc.
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.	Creative activities: • Woodland/bear cave role play set up. • Goldilocks/Red Riding Hood role play set up for retelling and acting out stories. • Make and create props to support role play. • Exploring music and dance from different cultures. • Explore sounds of different musical instruments – create musical patterns and rhythms, using in story telling. • Use sounds, movements, actions to retell and act out stories (We're Going on a Bear Hunt - stomp, tip toe, swoosh etc), making animal sounds/movements. • Exploring mud (consistency), painting, stamping etc. • Texture rubbings. • Using a variety of materials to create animals, portraits, woodland scene (feathers, collage, twigs, sticks, bark, clay, pine cones etc.) • Build a Santa's Grotto. • Wrapping presents, using a variety of materials. • Den building – build a bear cave, wolf's den, animal habitat. • Natural art – mobiles, leaf animals, pine cone animals, mandalas, collage etc. • Junk modelling and block play to encourage building, constructing and balancing to create simple representations.

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**
	Finding out and exploring: • Showing curiosity about objects, events and people • Using senses to explore the world around them • Showing particular interests	Being involved and concentrating: • Maintaining focus on their activity for a period of time • Showing high levels of involvement, energy, fascination	Having their own ideas: • Thinking of ideas that are new and meaningful to the child Making links: • Making links and noticing patterns in their

	Playing with what they know: • Representing their experiences in play • Taking on a role in their play Being willing to 'have a go': • Initiating activities • Taking a risk, engaging in new experiences, and learning by trial and error	Keeping on trying: • Persisting with activities when challenges occur Enjoying achieving what they set out to do: • Showing satisfaction in meeting their own goals	experience Working with ideas: • Planning, making decisions about how to approach a task, solve a problem and reach a goal.
Use of ICT	• Use the simple word processing programmes to make books, Christmas lists, advent calenders • Use the digital camera to take photos of cooking activities and then use pictures to order and sequence and to make recipes. • Use the internet to find information about woodland habitats and festivals. • Use 2simple 2create a story to make stories. • Use digital scales, microwave, blender, digital thermometer etc when cooking (supervised!). • Use CD player to listen to music from different cultures. • Video/ tape record songs and dances children have created. • Use iPads/cameras to take photos and record the changing environment (Autumn/Winter). • Use 'Picture This' and 'Leaf' apps to identify trees and plants.		
Useful Websites	Busy Things, National Trust – 50 things, Espresso, Woodland Trust, Forestry Commission https://www.forestryengland.uk/learning https://www.nationaltrust.org.uk/50-things-to-do https://www.woodlandtrust.org.uk/support-us/act/your-school/resources/		
Trips and Visits	• Forest School • Trip to Highgate Woods • The Garden Classroom "Step into a Story" • Teddy Bears Picnic • "The Lost Teddy" performance workshop • Bollywood Vibes dance workshop (Diwali)		
Links to sustainable development and Global Curriculum	• Finding out about caring for woodland habitats. • Introduce ideas of recycling paper and sustainable woods. • Introducing ideas of eating local and seasonal produce. • Finding out about different cultures and developing respect for other cultures/religions		
Core Books	    		
Other Useful Books	**Non-Fiction**: Bugs, Minibeasts, Nocturnal Animals, Animals Around the World, Birds, Woodland Animals, Seasons, Festival of Lights, The Story of Hannukah, What Do You Celebrate?		

	Story books: Where's my Teddy, Goldilocks and the Three Bears, Little Red Riding Hood, The Gruffalo, The Gruffalo's Child, Stick Man, Where the Wild Things Are, Dear Santa, The Night Before Christmas, We're Going on a Lion Hunt, Hansel and Gretel, Wolf's Week, Hannukah Bear, Rama and Sita, Little Red and the Very Hungry Lion
Environment and Additional Resources	**Displays:** Autumn, Bear Cave, Woodland animals/ stories, Environmental art, Three Bears House, Size and comparison **Resources**: autumn pictures, leaves and seeds, autumnal food, small world woodland creatures, Andy Goldsworthy books and photos, pictures/videos of celebrations and festivals in different cultures, music from different cultures, instruments from different cultures, clothes from different cultures.
Involving Families	• Welcome teddy bears picnic • Home visits • New starter Social Story/How to help at home • How to help prepare your child for school • New curriculum parent talk/workshop • Early reading/phonics parent talk • Early language workshop • Borrow a book library • Kitchen Club • Introduce Mystery readers • Highgate woods trip