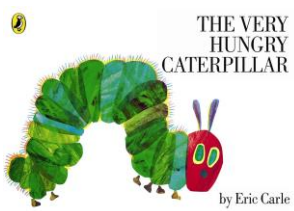
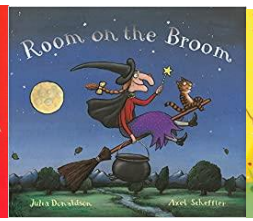
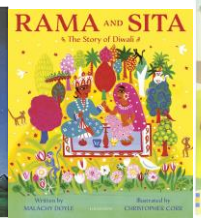
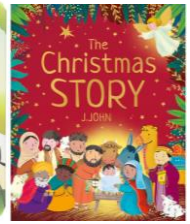
St. Luke's COE Primary School EYFS Medium Term Planning	
Cycle 2 Autumn/Winter Theme: *Settling In* / Food and Festivals	
Focus Aspects of the Curriculum & Early Learning Goals (new EYFS framework September 2021)	**Possible Activities and Experiences**
PSED **ELG: Self-Regulation** Children will: • Show 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 in activities • Establish routines using visual timetables and prompts. • Support children to develop self care skills in toileting, managing clothes, eating and personal hygiene. • Introduce profile books and start to use them with the children. • Introduce activity cards to parents and children. • Help children to make friends – circle time, key group time • Support children to get used to the new setting through reading stories about starting school and talking about feelings. • Play games which help children to learn each other's names. • Small group tours of the school. • Encourage older children to support new children in the setting.
CL **ELG: Listening, Attention and Understanding**	• Daily story sessions • Opportunities for children to talk with adults and children one to one and in small

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.	groups • Introduce phase 1 phonics activities as appropriate to age and readiness of children. • Small language group activities e.g. Crocodile group • First hand experiences – trip to the shop, market, café. • Role play opportunities based on first hand experiences e.g. shopping, café, cooking, celebrations, home life • Cooking activities/cooking workshops - following recipes, looking at cook books, talking about what is happening to the food and the processes taking place, sequencing instructions and describing the taste, texture, smell and appearance of the food
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.	• Support children to develop self-care skills by encouraging independence. • Manipulating different foods through cooking and malleable play – dough, pasta, dried foods, jelly. • Opportunities to explore large physical play equipment. • Physical activities which encourage cooperation skills e.g. ball games, construction, racing and chasing games, circle games. • Finding out about healthy eating through tasting different foods, looking at information books, looking at food labels. • Looking at how we take care of our teeth. • Finding out about hygiene in food preparation when cooking and during snack and meal times. • Cooking activities – using different cooking tools.
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	• Singing nursery rhymes and other songs. • Opportunities for children to explore a range of mark making activities and resources independently and alongside adults. • Draw children's attention to meaningful print in the environment e.g. timetables, labels, their own names, signs. • Daily story sessions. • Reading traditional tales and stories linked to food e.g. Goldilocks, The

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.	Gingerbread Man, The Little Red Hen, The Enormous Turnip, The Magic Porridge Pot, The Shopping Basket, Handa's Surprise, The Hungry Caterpillar. Opportunities for children to retell stories using props, puppets and costumes. • Making books about different festivals and celebrations. • Writing linked to role play and practical activities e.g. menus, shopping lists, labels, signs, party invitations, cards. • Model oral blending of sounds to make words in everyday contexts. • Introduce daily/weekly phonics sessions when children are ready.
<u>Maths</u> **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.***	• Opportunities to learn and explore number songs and rhymes e.g. group times, using props, on the computer, outside, in the water tray. • Focus on number and counting opportunities during routines and that are significant to the children e.g counting number of children, sequencing the day, house numbers, ages. • Exploring capacity and measure through sand and water play – cooking play in sand and water, measuring containers. • Finding out about number, calculating and weight through shop/cafe role play. • Cooking activities – counting, weighing, measuring ingredients. • Carrying out surveys of peoples favourite foods and recording the results. • Setting the table for meals - working out how many cups, plates etc they need and counting them out. • Sharing out food. • Looking at different shaped food packaging – 2D and 3D shapes.

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 – 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.	• Local trips to Chapel Market, the shops, a café. • Weekly Cooking activities. • Exploring meal times and conventions around them through cooking, role play and lunch time routines. • Finding out about different cultures and religions through celebrating festivals e.g. Harvest, Black History Month, Diwali, Christmas. • Looking at the part food plays in celebrating important events such as festivals and birthdays through cooking activities. • Finding out where food comes from – look at food packaging, reference books, internet, labels in shops. • Exploring dough and baking bread – trying different breads from around the world. • Finding out about different cultures and religions through celebrating festivals eg. Harvest, Black History Month, Diwali, Eid, Christmas. • Visiting different places of worship – Mosque, Church, Temple. • Parent cooking workshops and parent talks for children to learn about food from their peers' culture and traditions.
EAD **ELG: Creating with Materials (early art & DT)** Children will: • Safely use and explore a variety of materials, tools and techniques,	• Opportunities for children to engage in role play and small world play based on own experiences and familiar stories. • Help children to access resources in workshop areas and to use new tools, materials and resources.

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.	• Encourage children to express themselves creatively focusing on process not product. • Begin to learn a range of rhymes and songs. • Introduce Magic of Storytelling when children are ready. • Setting up shop/café in imaginary play area inside and outside. • Setting up a party/festival in the home corner/imaginary play area. • Make props to support role play – costumes, food etc. • Exploring music and dance from different cultures – learning some dances, songs, watching performances, exploring different instruments and the sounds they make. • Indian dance workshop (Bollywood Vibes) to explore music, dance and costume from other cultures.
Use of ICT	• Use the simple word processing programmes to make shopping lists, invitations, cookbooks and labels for shop. • 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 recipes, find information about where food comes from and learn about celebrations. • Use the internet for shopping. • Use calculator in role play shop to add up cost of shopping. • Record results of favourite food survey using simple data handling programme. • Use digital scales, microwave, blender, digital thermometer etc when cooking (supervised!). • Look at cash registers, scanners, scales, bar codes when visiting shops – use self service checkouts so children can experience using these first hand. • Use CD player to listen to music from different cultures. • Video/tape record songs and dances children have created. • Introduce children to using the iPads – how to turn it on, take a picture/video, use simple apps etc. • Using iPads during Forest School/outdoor learning to take photos etc.
Useful Websites	CBeebies – video introductions of different celebrations and festivals https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-diwaliperformance https://www.bbc.co.uk/cbeebies/watch/my-first-festival-eid-sneak-peek https://learnenglishkids.britishcouncil.org/short-stories/my-favourite-day-diwali https://learnenglishkids.britishcouncil.org/reading-practice/hanukkah
Links to sustainable development and Global Curriculum	• Finding out about the origin of food and talking about global interdependence. • Introducing ideas of eating local seasonal produce, choosing fair trade products and global inequalities in access to food • Getting a compost bin for food leftovers and talking about recycling food packaging. • Finding out about different cultures and developing respect for other cultures/religions.

Core Books	     
Useful Books	**Reference Books**: Around the World: Food, Let's Eat (Oxfam), The World in my Kitchen, Good Enough to Eat: A Kids Guide to Food and Nutrition, What's on your Plate? Exploring the World of Food, What do you Celebrate? **Other Books**: Goldilocks and the Three Bears, The Enormous Turnip, The Little Red Hen, Handa's Hen, The Magic Porridge Pot, The, One Child One Seed, Oliver's Fruit Salad, Red Hot Chilli, Don't Put Your Finger in the Jelly Nelly, I Will Not Never Ever Eat a Tomato, Eating the Alphabet **Cultural/Festival Books**: Runaway Chapati, Bringing the Rain to Kapiti Plain, The Empty Pot, Kipper's Hannukah, Hannukah Bear, Festival of Lights, Dia de los Muertos
Trip and Visits	Chapel Lane Market, Bollywood Vibes dance workshop, Parent cooking workshops, Parent culture/craft workshops, Visit to local place of worship, Nativity/Pantomine/Christmas story-telling ***Record trips and visits in class floor book***
Key Dates	**Roald Dahl Day**: **International Peace Day**: **Harvest**: **Black History Month**: **National Poetry Day**: **World Food Day**: **Halloween**: **Day of the Dead (El Dia de los Muertos):** **Bonfire Night**: **Rememberence Day**: **Diwali**: **Advent**: **Hannukah**: **Winter Solstice**: **Christmas**: **New Year's Eve**:
Environment and Additional Resources	**Displays:** Celebrations, Healthy foods, Where we are from/Around the World **Role Play**: Home, Shop/market, Café, Santa's Grotto, Party/Celebration, Baby Clinic

	Resources: Cooking utensils, cooking ingredients, cookbooks, shopping props (tills, baskets, empty food packaging, toy food, money, shopping list pads, credit cards, bags, cards and invitations, envelopes, stamps), home corner cooking and meal time props, measuring containers and scales/balances, pictures/videos of celebrations and festivals in different cultures, music from different cultures, instruments from different cultures, clothes from different cultures.
Forest School	Using iPads/cameras to identify flora and fauna (Picture This), harvesting foods/herbs, making potions/recipes, fire-lighting and fire safety, outdoor cooking (health and safety), healthy eating, celebration food: toasting marshmallows, hot chocolate etc.
Involving Families	• Support parents with settling children into Nursery/Reception. • Settling in review meetings. • Hold a parent's workshop to introduce learning through play and activity cards. • Encourage parents to cook food with children at home and to come in and cook with a group of children – set up weekly parent cooking workshops. • Invite parents to celebrate festivals and to talk to children about how they celebrate festivals at home. • Introduce Tapestry and invite parents to a Tapestry workshop, encourage parents to activate their account and engage in their child's learning. • Run a creative play workshop to explain benefits and give parents ideas to try at home – give play dough recipe to parents. • Try to set up informal bilingual story sessions with parents and small groups of children. • Start 'Mystery Readers' and encourage parents to sign up and come in to read a story. • Invite parents on trips to local shops.