

EYFS Medium Term Overview: Autumn 2

<p>Overarching theme <i>Let's Celebrate</i> Belonging and part of the community Food and nutrition Similarities and differences between cultures and religions</p>	<p>Core Texts <i>Guy Fawkes</i> <i>Room on the Broom</i> <i>We Gather Together</i> <i>The enormous turnip</i> <i>Stick Man</i> <i>Pumpkin Soup</i> <i>The Christmas story</i> <i>The jolly postman</i></p>	<p>Special things happening this half term Halloween Diwali Bonfire night Birthdays Christmas and pantomime Remembrance Day Children in Need</p>
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	Communication & Language	PSED	Physical Development	Literacy	Mathematics	Understanding the world	Expressive Arts & Design
<p>Possible activities & experiences</p>	<ul style="list-style-type: none"> Provide song and rhyme provocations in the reading/ music area – encourage children act out songs/ rhymes, developing their knowledge of the words. Link to themes such as autumn or Christmas and encourage children to sing taught Harvest and Christmas songs. Group time promoting speaking and listening turn taking. Person speaking holds a teddy and everybody else listens. Pass teddy around circle and encourage everyone to follow rules. 	<ul style="list-style-type: none"> Continue 'plan, do' system before entering continuous provision allowing children to access activities that interest them. Identify and positively praise desired behaviour via class points, handwriting awards and weekly start of the week awards. Support children to help or give comfort when others are distressed. Continue to talk about and identify different feelings i.e. sad, happy, angry – drawing on their experiences of feelings stories (colour monster) Team work opportunities and challenges within provision allowing children to show some understanding that other people have ideas and needs that are different to theirs. – Look at books about children with different families, disabilities or interests. 	<ul style="list-style-type: none"> Continue to plan in 'dough disco' sessions to further develop children's gross and fine motor skills. Plan in opportunities for children to use climbing equipment on yard to develop gross motor skills. Continue to model and support children to build in construction inside/outside to develop gross and fine motor skills. At the beginning and end of P.E sessions draw attention to how children feel, do they notice anything about their bodies? Do they feel hot, tired, achy? What impact has the exercise had on them. Children to practice letter formation regularly in the writing area – provide letter cards to enable children to use the correct formation. Reinforce this during RWI sessions. 	<ul style="list-style-type: none"> Children to identify their own name card as part of self-registration and use to sign in daily. Plan drawing club activities to develop gross and fine motor skills. Daily RWI/Literacy Tree sessions for differentiated groups. Adults to model drawing verbalising thought process as they go to. Revisit the core texts regularly so that children become familiar. During repeated refrains, adult to encourage children to finish. Writing letters to Santa Children to write, CVC words independently in line with RWI differentiated groups. Staff to provide opportunities for writing down a soup recipe for pumpkin soup or a card making station for Christmas. Variety of writing opportunities in provision encourage children to mark make for a range of purposes e.g. E.g. writing lists in the home area, labelling their construction designs and writing Christmas cards, letters to Santa. 	<ul style="list-style-type: none"> Adults to model creating a tally and other mathematical marks so that children can begin to create these independently. E.g. 5 circles to represent 5 little speckle frogs, tally marks to count children or dots on their whiteboards when they subitise. Plan number rhymes to 5, which practise counting. Ensure to also include some songs that count forwards, as well as backwards. During group times, look at different patterns together asking the children, 'what do you notice?' 'What can you see?' This could be with fabric, wrapping paper, clothing. Use language such as, pointy, spotty, straight. And then move to looking at similarities and differences. Opportunities to mark make within classroom environment, e.g. clipboards, whiteboards, plain paper, squared paper and adults to support children to make mathematical marks. Opportunities for children to subitise amounts, matching games, more or less. Provocation to create rangoli patterns with shapes (linked to Diwali). 	<ul style="list-style-type: none"> Further embed season work from last term – focus on Autumn. Complete an autumn walk with identification sheets – what can they see, hear, feel etc. Collect signs of autumn to take back to class for an autumn provocation. Take photos and compare each 'spot' seasonally. Introduce key celebrations like bonfire night, Diwali and Christmas to the children. Encourage children to talk about how they celebrate special events. Watch CBeebies videos to help them understand. Ask parents to share special events and celebrations through tapestry. Staff to refer to daily timetable to reinforce children's understanding of time, using language of before, later, soon, next. Create Autumn provocation – displaying seasonal items. To celebrate Diwali set up a festival of light area – encourage children to make their own tealight holder from clay. Making pumpkin soup allowing children to recognise the differences between the vegetables when they are raw and cooked. As the weather changes, observe this with the children. 	<ul style="list-style-type: none"> Provide opportunities for children to explore colour when painting. Provide primary colours and mixing palettes so that children can begin to apply the colour mixing skills taught by adult. Provide opportunity for children to create firework pictures – provide spray bottles- brushes to flick with and string to create pull marks with. Children to design their own rangoli patterns – using photographs of designs to inspire them. Opportunities for children to listen to music and nursery rhymes in class so they can sing and move rhythmically. Within provision provide props in the reading area for room on a broom – encourage children to retell the storying, using story language. In the role play/ small world area provide the Christmas story outfits or props – encourage children to take on a role and re tell the story. Children to learn songs and take part in the Christmas production.
<p>Reception Expectations</p>	<ul style="list-style-type: none"> Begin to listen to and follow 2-part instructions or questions Enjoy listening to longer stories and know what happens Listen to songs and rhymes and retell them 	<ul style="list-style-type: none"> Continue to learn about children's Rights and Values Learn about our qualities and differences to others (Jigsaw Celebrating difference) 	<ul style="list-style-type: none"> Begin to develop muscle tone to put pencil pressure on paper. Show preference for a dominant hand. Begin to form recognisable letters in line with RWI phonics teaching. 	<p>Comprehension</p> <ul style="list-style-type: none"> Begin to talk about events and characters in a story they have heard. Begin to join in with rhymes and stories. 	<ul style="list-style-type: none"> Representing, comparing and composition of 1, 2 and 3. Circles and triangles Positional language Representing numbers to 5 One more and less Shapes with 4 sides 	<p>Science</p> <ul style="list-style-type: none"> Understanding changing sates. Making soup and recognising the differences between the vegetables when they are raw and cooked. Looking at the affect heat has on food. 	<ul style="list-style-type: none"> Observational drawings: pumpkins. Recognise and name colours Painting using primary colours Printing with rollers, sponges and shapes.

	<ul style="list-style-type: none"> • Begin to start a conversation and take it in turns to speak • Express a point of view • Use talk to organise thinking 	<ul style="list-style-type: none"> • Think about our own feelings and the feelings of others (wants & needs) • Continue to dress independently (coats and outdoor suits) • Begin to discuss how to keep our hands, teeth and bodies clean 	<ul style="list-style-type: none"> • Fundamental skills including balancing, running, changing direction, jumping, hopping and travelling. • Continue to recognise ways our bodies change when we exercise • Handle equipment such as crates and tools carefully 	<ul style="list-style-type: none"> • Begin to fill in missing words from well-known rhymes. <p>Word reading (RWI differentiated groups)</p> <ul style="list-style-type: none"> • See RWI planning <p>Writing</p> <ul style="list-style-type: none"> • Name writing • Labelling • Letter writing • CVC words. <p>Literacy Tree</p> <ul style="list-style-type: none"> • Signs and labels • Captions • Invitations 	<ul style="list-style-type: none"> • Time 	<p>Humanities</p> <ul style="list-style-type: none"> • Maps • Celebrations around the world <p>R.E</p> <ul style="list-style-type: none"> • Why is Christmas special to Christians? 	<ul style="list-style-type: none"> • Junk modelling with different materials. • To begin to make simple joins when using different materials to create 3D word. E.g. sellotape, masking tape, glue. • Use scissors to cut straight lines.
Key Vocabulary	Nativity Story language – Once upon a time, The end.	Similarities Differences Anti-bullying Unique	Warm up Cool down Travelling Balancing Direction Safe space	Pencil grip RWI formation rhymes Fred talk	Subitise Represent Compare Circle - round Triangle – 3 corners – 3 straight sides Square – 4 corners – 4 straight sides Positional language e.g. under, on top of, inside, behind, next to.	Past and present Last, next Melting Raw Cooked Autumn Celebration Traditions	Mixing Primary colours Observational drawing Combine