


EYFS Medium Term Overview: Autumn 1

<p><b>Overarching theme</b>  <i>Marvellous Me!</i>                  Starting school                  My new class                  New beginnings                  My family                  Relationships                  Emotions                  Human bodies.</p>	<p><b>Core Texts</b>                  Starting School                  Have you filled a bucket?                  Captain Tom Moore Little people big dreams                  Why should I brush my teeth?                  My first time going to the dentist                  The children’s book of healthy eating                  Make way for tooth decay                  The Colour Monster</p>	<p><b>Special things happening this half term</b>                  Halloween                  Harvest Festival                  Pumpkin Picking – Class visit to Brocksbushes                  Dentist to visit</p>
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	Communication & Language	PSED	Physical Development	Literacy	Mathematics	Understanding the world	Expressive Arts & Design
<p><b>Possible activities &amp; experiences</b></p>	<ul style="list-style-type: none"> <li>In group time introduce focus texts where these stories are revisited regularly so that children become familiar and can talk about what has been read.</li> <li>Introduce simple action rhymes and games which support the children to copy, listen and respond to simple actions and instruction, e.g. head, shoulders, knees and toes and Simon says.</li> <li>In group time introduce good looking, listening and sitting expectation cards. Spend time talking about each card and build understanding around why the rules are in place. These will be displayed in the group area and referred to regularly.</li> <li>Use the story of The Colour Monster to begin to talk about and label emotions, e.g. happy, sad, angry and worried.</li> <li>Add Colour Monster display with a child friendly mirror within the classroom to encourage children to look at their own faces and relate it to emotions, using the words happy, sad, angry, worried etc.</li> <li>In group time introduce objects related to harvest and talk about these.</li> <li>Provide books about harvest and scarecrows to share with children within the provision.</li> </ul>	<ul style="list-style-type: none"> <li>Show children the coat trick, step by step. Talk to the children and model each step. Encourage the children to have a go and support where needed. Model when going outside/home time.</li> <li>During snack time ensure that children are taught how to and are supported to wash hands and encouraged to safely prepare fruit.</li> <li>During group times introduce class rules. Use images and scenarios to reinforce the rules and help the children to understand these, e.g. Why don’t we run inside? What could happen if we throw toys/resources?</li> <li>When reading The Colour Monster talk about each emotion. When revisiting the story, begin to use real images to reinforce the children’s understanding of each emotion. This will help the children deepen their understanding and apply to real life situations, not just the story.</li> <li>In group time provide images of both real images (photographs of real people) and familiar cartoon/fictional characters and encourage children to sort by emotion.</li> </ul>	<ul style="list-style-type: none"> <li>In provision draw self-portraits with the children. As you model this, talk about the marks/shapes that the children need to use for each feature of the face.</li> <li>Provide resources to encourage children to develop their control and hand preference, e.g. jugs for pouring, scissors for cutting, tools for painting and drawing.</li> <li>Outside provide opportunities for large scale mark making, e.g. paintbrushes and buckets of water, chunky chalks and sticks in the sand. When playing outside support the children to negotiate space and develop their spatial awareness.</li> <li>Use natural found materials, linked to autumn as loose parts for the children to create self-portraits, carefully positioning and moving using pincer grip or child tweezers.</li> <li>Staff to encourage children to develop confidence in jumping off the crates and landing on both feet. Staff to offer support of a hand if required.</li> <li>Starting to move in a range of ways e.g. running, jumping, rolling.</li> <li>PE sessions that focus on moving in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce and actively promote the book voting station which will decide the story choice on a Friday.</li> <li>Provide simple nursery rhyme puppets and props alongside the written rhyme with corresponding image within provision for children to access independently.</li> <li>Provide instruments within provision for children to use alongside rhymes and adults to support singing and keeping to the beat.</li> <li>Provide opportunities to mark make and draw in a range of ways, e.g. paper of various sizes, roles of paper, paint easel or a paper backed wall for vertical opportunities.</li> <li>Provide examples of early mark making shapes for the children to copy within the provision. Adult to talk about the differences, using language to support, e.g. straight, top, bottom, across, round (Adapt this vocabulary to match the terminology/vocabulary used within the school’s phonics scheme).</li> </ul> 	<ul style="list-style-type: none"> <li>Provide daily opportunities to count.</li> <li>Count the number of children in attendance each day, modelling ‘tagging’ saying the number name, as teacher or a child, gently touches each child’s head as they count.</li> <li>In maths time sing number rhymes, encouraging children to represent the amount on their fingers, e.g. 5 little ducks.</li> <li>Provide opportunities to sort items following a sorting rule.</li> <li>Provide opportunities for children to compare items based on their size, mass and capacity.</li> <li>Go on a pattern hunt around school. What do the children notice? Can they create their own pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the differences between the children; highlighting that we are all different and unique. Look at hair colour, clothing, who wears glasses etc.</li> <li>In group time share books that explore different family dynamics.</li> <li>Healthy/unhealthy food game. Allowing children to sort images of food into healthy and unhealthy categories.</li> <li>Introduce toothbrushes and timers into home corner and talk about the importance of brushing twice a day for 2 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that there are also open-ended resources that encourage children to use their imagination to use objects to represent something different, e.g. using blocks and loose parts to create a castle for the princess, using bark/mud to represent food.</li> <li>Outside, encourage children to explore making different sounds they can make within the environment, e.g. using a stick to move along the fence, banging on a crate, tapping on a pan etc.</li> <li>Experiments with colours and marks. Staff to draw attention to colour names.</li> <li>In provision encourage children to create self-portraits with different size brushes, which brush will be the best to use? Show children how to load the brush with paint and hold correctly.</li> <li>When looking at the seasons – encourage children to look at the colours most associated with each season. Using powder paint encourage children to explore how to mix different shades of blue for winter, orange for autumn etc.</li> <li>Opportunities for colour mixing and talk about what happens when we combine particular colours.</li> </ul>
<p><b>Reception Expectations</b></p>	<ul style="list-style-type: none"> <li>Begin to talk about experiences that are familiar to them.</li> <li>Begin to talk about family routines and special occasions.</li> <li>Begin to show an interest in the lives of other people.</li> </ul>	<ul style="list-style-type: none"> <li>Jigsaw: Being me in my world. Who am I and how do I fit in?</li> <li>Begin to identify and celebrate being unique</li> <li>Begin to identify and respect similarities and differences between people and their beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to develop FMS by threading, cutting, weaving and using play dough.</li> <li>Begin to draw lines and circles using gross motor movements.</li> <li>Begin to hold pencils/paintbrushes appropriately.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Begin to show a preference for a book, song or rhyme.</li> </ul> <p><b>Word reading (RWI differentiated groups)</b></p> <ul style="list-style-type: none"> <li>See RWI planning</li> </ul> <p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>Match and sort</li> <li>Compare amounts</li> <li>Compare size, mass and capacity.</li> <li>Begin to explore patterns.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Healthy eating</li> <li>How to keep our teeth healthy.</li> </ul> <p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>Local area</li> <li>My family and me</li> </ul> <p><b>R.E</b></p>	<ul style="list-style-type: none"> <li>Grip a pencil comfortably and explore making marks.</li> <li>Creating lines and circles</li> <li>Begin to give meaning to marks made.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begin to follow instructions e.f. settling in, putting things away, signing in)</li> <li>• Begin to use suitable talk routines through the day e.g. Good morning/Good afternoon.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify different cultures and respect and celebrate them.</li> <li>• Begin to understand their own feelings and those of others.</li> <li>• Begin to identify ways to look after our bodies. In particular oral hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to develop pencil grip.</li> <li>• Begin to take shoes off and put them on independently.</li> <li>• Begin to accurately form letters in line with RWI teaching.</li> <li>• Begin to develop movement skills such as finding space, freezing, using and sharing equipment, working individually and with a partner.</li> <li>• Begin to develop fundamental movements such as running, skipping and jumping.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a dominant hand, tripod grip.</li> <li>• Begin to give meaning to marks.</li> <li>• Name writing, labelling, writing initial sounds.</li> <li>• Begin to mark make and write for a purpose in role play.</li> </ul> <p><b>Literacy Tree</b></p> <ul style="list-style-type: none"> <li>• Labels and captions</li> <li>• Retellings.</li> </ul>		<ul style="list-style-type: none"> <li>• Why is the word 'God' so important to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore colours and how colours can be changed by mixing them.</li> <li>• Create some splatter artwork in the style of Jackson Pollock.</li> <li>• Begin to print with hands, feet and fingers.</li> <li>• Begin to explore materials such as malleable and natural.</li> <li>• Begin to show an understanding of transient art and what it is.</li> <li>• Begin to use one-handed tools accurately e.g. making snips in paper with scissors.</li> </ul>
<b>Key Vocabulary</b>	<p><b>Family</b> <b>Friends</b> <b>Routine</b> <b>Emotion language</b></p>	<p><b>Unique</b> <b>Similarities/differences</b> <b>Cultures</b></p>	<p><b>Pencil grip</b> <b>Dominant hand</b> <b>Letter formation</b></p>	<p><b>Label</b> <b>Caption</b> <b>Dominant hand</b> <b>Tripod grip</b></p>	<p><b>Matching</b> <b>Sorting/sorting rule</b> <b>More/Less</b> <b>Longer/shorter</b> <b>Heavier/lighter</b> <b>Full/empty</b> <b>Repeating pattern</b></p>	<p><b>Healthy/unhealthy</b> <b>Plaque</b> <b>Tooth decay</b> <b>Local area</b> <b>God</b> <b>Christianity</b></p>	<p><b>Primary colours</b> <b>Secondary colours</b> <b>Printing</b> <b>Natural materials</b></p>