

Autumn 1 2021 Medium Term Plan Year R

Possible trips: Manor Barn walks/Bexhill Downs/ Barrack Hall Park

Creative Friday display: All about me- self portraits.

Phonics/Spelling/vocab display: Environmental sounds. Set 1 sounds Read Write Inc.

Maths vocab/display: Comparing, matching and sorting. Focusing on recognition to 3.

English vocab/display: Sequencing a story first, next, then, finally...Knuffle Bunny as focus text once the children have settled.

Year R

All About Me



Communication and Language

Stories to explore



Songs and Rhymes

- If you're happy and you know it.
- Heads, shoulders, knees and toes.
- This is the way...
- I like being me...



Personal Social and Emotional

Key Words to explore

Confused Overjoyed Angry
Helpful Scared Happy Excited



Physical Development



1. I take off my jumper.



2. I take off my shoes.



3. I take off my trousers or skirt.



4. I take off my shirt or dress.



5. I put on my PE shoes.



6. I put on my PE shirt.



7. I put on my PE shoes.



8. Now I am ready for PE.

EYFS Objective Led Planning								
Week	Read Write Inc.	Personal Social and Emotional Development	Physical Development	Communication and Language	Literacy	Mathematics Following WRM scheme.	Understanding the world	Expressive Arts and Design
1	Settling into school.	Build constructive and respectful relationships.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Understand how to listen carefully and why listening is important.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	<u>White Rose Phase: Just like me</u> Matching and sorting amounts and objects.	Explore how things work.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.
2	Baseline assessment	Build constructive and respectful relationships.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Understand how to listen carefully and why listening is important.	Write some letters accurately.	<u>White Rose Phase: Just like me</u> Matching and sorting amounts and objects.	Name and describe people who are familiar to them.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.
3	Environmental sounds.	Build constructive and respectful relationships.	Use a comfortable grip with good	Learn new vocabulary and use new vocabulary	Engage in extended conversations	<u>White Rose Phase: Just like me</u>	Begin to understand the need to respect	Show different emotions in

			control when holding pens and pencils.	throughout the day.	about stories, learning new vocabulary	Making comparisons of objects and amounts.	and care for the natural environment and all living things.	their drawings and paintings, like happiness, sadness, fear, etc.
4	<p><u>Set 1 sounds</u></p> <p>Teach initial sounds alongside letter formation rhyme.</p> <p>m- Maisy mountain, mountain.</p> <p>a- Around the apple and down the leaf.</p> <p>s- Slither down the snake</p>	See themselves as a valuable individual	Use a comfortable grip with good control when holding pens and pencils.	Ask questions to find out more and to check they understand what has been said to them.	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. 	<p><u>White Rose Phase:</u></p> <p><u>Just like me</u></p> <p>Comparing mass, size and capacity.</p>	Continue developing positive attitudes about the differences between people.	Respond to what they have heard, expressing their thoughts and feelings.
5	<p><u>Set 1 sounds</u></p> <p>Teach initial sounds alongside letter formation rhyme.</p>	See themselves as a valuable individual	Show a preference for a dominant hand.	Articulate their ideas and thoughts in well-formed sentences.	Read individual letters by saying the sounds for them.	<p><u>White Rose Phase:</u></p> <p><u>Just like me</u></p> <p>Making simple patterns.</p>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Remember and sing entire songs.

	<p>m- Maisy mountain, mountain.</p> <p>a- Around the apple and down the leaf.</p> <p>s- Slither down the snake</p>							
6	<p><u>Set 1 sounds</u></p> <p>Teach initial sounds alongside letter formation rhyme.</p> <p>d- Around the dinosaurs bottom, up his tall neck & down to his toes.</p> <p>t- Down the tower, across the tower.</p> <p>i- Down the body and dot for the head.</p>	Express their feelings and consider the feelings of others.	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Articulate their ideas and thoughts in well-formed sentences.	Read individual letters by saying the sounds for them.	<p><u>White Rose Phase:</u></p> <p><u>It's Me 123</u></p> <p>Representing the amounts 123.</p>	Compare and contrast characters from stories, including figures from the past.	Play instruments with increasing control to express their feelings and ideas.
7	<u>Set 1 sounds</u>	Express their feelings and		Engage in storytimes.	Read individual letters by saying	<u>White Rose Phase:</u>	Compare and contrast	Play instruments

	<p>Teach initial sounds alongside letter formation rhyme.</p> <p>n- Down Nobby and over his net.</p> <p>p- Down the pirates plait and around his face.</p> <p>g- Around the girls face, down her hair and give her a curl.</p>	<p>consider the feelings of others.</p>			<p>the sounds for them.</p>	<p><u>It's Me 123</u> Comparing 123.</p>	<p>characters from stories, including figures from the past.</p>	<p>with increasing control to express their feelings and ideas.</p>
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Green= Prime areas of learning Purple= Specific areas of learning

In the EYFS we adopt a play based approach to learning. We have objectives for the week that we will focus on but the children's interests will lead us to meet these objectives. We encourage the children to share their learning experiences with others and we foster a love for learning through their individual interests.

