


Year R Medium Term Topic Planning - Autumn 2 Weeks 1-7

Reading	Writing / Mark making	Linking sounds and letters	Speaking and Listening
<ul style="list-style-type: none"> Independent reading – book corner. Inc topic books. The Pea & the Princess (Mini Grey) Lullaby Hullabaloo The Kiss that Missed Princess Smarty-pants The Pizza Princess George & the Dragon Little...by Julia Donaldson <p><u>Focus Texts for Story time.</u> Shark in the Park This is the Bear Lullabyhullabaloo Stomp, Chomp, Big Roars! Here come the Dinosaurs! Tanka, Tanka Skunk What the Ladybird Heard</p>	<ul style="list-style-type: none"> Writing table Rainbow writing Label castle with emergent writing and initial sound Write own stories emergent writing or initial sounds. 	<ul style="list-style-type: none"> See plans Phase 2 & 3 <p>Wk1 l,ll,ss Wk2 j,v,w,x Wk3 y,z,zz, qu Wk4 ch, sh, th, ng Wk5 ai, ee, oa, oo Wk6 ar, or, ur, ow Wk7 consolidation</p>	<ul style="list-style-type: none"> Story tapes All About Me bag Role play Hot seating Story telling Little princess story rehearsal and telling.
Mathematics	Physical Development	Understanding the World	
<ul style="list-style-type: none"> Number formation 0-10 Counting reliably forward and backwards to 10 Count reliably up to 10 (and beyond) objects/ sounds/ jumps Say a number that comes before or after a given number to 10 Ordinal numbers to 10 Number recognition 1-10 Sorting Board games Positional Language SSM - build a castle 1 More/ 1 less 	<ul style="list-style-type: none"> Fine motor cutting out hands and drawing patterns. Pencil control & letter formation. <div style="background-color: #4169e1; color: white; padding: 10px; text-align: center;">  <p>Once Long Ago</p> <p>Hook - Find an old key outside</p> <p>Celebration event - Nativity</p> </div>	<ul style="list-style-type: none"> To recognise that some events/ characters are real & some are fictional. Understanding at similarities and differences Talking about old and new Talking about different features Showing an awareness of different environments 	
Personal, Social and Emotional Development	Creative Development Dance, Music & Singing	Expressive Arts and Design	
<ul style="list-style-type: none"> All About Me bag PSHE - Getting on & falling out: <p>I can work in a group with other children. I can play with other children. I can tell you what makes a good friend. I can work in a group with other children. I can take turns when I play a game. I can wait for my turn to say something in the classroom. I know how to be friendly. I can say sorry when I have been unkind. I can make up when I have fallen out with a friend. I can tell you how someone who is bullied feels. I can tell you what bullying is. I can say no to bad persuasion I know what to do when I am worried about something. Scrap books</p>	<ul style="list-style-type: none"> Song - There was a princess long ago Song - Hairy scary castle Creating soundscapes Making own instruments and exploring the sounds they make 	<ul style="list-style-type: none"> Drawing a castle and characters Choosing their own resources for construction of a castle Colour mixing Creating props for role-play Lollipop puppets Character masks Take on a role in the castle role play. 	
Understanding of the World Computing	Being Imaginative Role-play / puppets	Construction / small world	
<ul style="list-style-type: none"> Double clicking Knowing about different parts of a computer Completing a program 	<ul style="list-style-type: none"> Role play area/castle Small world castles Acting out a narrative Continuous provision 	<ul style="list-style-type: none"> Build a castle Junk model castles Continuous provision 	

<ul style="list-style-type: none"> • Navigating around a computer program • Mouse control 		
Outdoor Opportunities		Sand / Water
<i>Continuous provision</i>		<ul style="list-style-type: none"> • Phonic crabs • Magnetic letters • Numbers



Year R Medium Term Topic Planning - Autumn 2 Weeks 1-4

Once long ago objectives

Literacy - Reading	Literacy - Writing	Communication and Language
<ul style="list-style-type: none"> ■ 22-36 has some favourite stories and rhymes, songs, poems or jingles ■ repeats words or phrase from familiar stories. ■ fills in the missing words or phrase in a known rhyme, story or game ■ 30-50 enjoys rhyming and rhythmic activities ■ shows awareness of rhyme and alliteration ■ recognises rhythm in spoken words. ■ listens to and joins in with stories and poems 1:1 and also in small groups. ■ shows interest in illustrations and print in books and print in the environment. ■ recognises familiar words and signs such as own name and advertising logo's ■ looks at books independently ■ handles books carefully ■ knows information can be relayed in the form of print ■ holds books the correct way up and turns pages ■ knows that print carries meaning and, in English, is read from left to right and top to bottom ■ 40-60 continues a rhyming string 	<p>PD - Moving and Handling</p> <ul style="list-style-type: none"> ■ 22-36 Beginning to use three fingers tripod grip for writing tools. ■ imitate drawing simple shapes such as circles and lines. ■ maybe beginning to show preference for dominant hand. ■ 30-50 draw lines and circles using gross motor movements. ■ uses one handed tools and equipment ■ Holds pencil between thumb and two fingers, no longer using whole hand grasp. ■ can copy some letters eg, letters from their name ■ 40-60 shows a preference for a dominant hand ■ Begin to use anti clockwise movement and retrace vertical lines ■ <p>L- Writing</p> <ul style="list-style-type: none"> ■ 22-36 Distinguish between the different marks they make. ■ 30-50 Sometimes give meaning to marks that they draw and paint. ■ Ascribe meaning to marks that they see in different places. ■ 40-60 Gives meaning to marks as they draw write and paint ■ hears and writes the initial sound in word ■ Can segment the sounds in simple words and blend them together. ■ uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence 	<p>Listening and attention</p> <ul style="list-style-type: none"> ■ 22-36 Shows Interest in play with Sounds, songs and rhymes ■ 30-50 Listen to stories with increasing attention and recall. ■ Listen to others in one-to one or small groups when conversation interests them. ■ Focusing attention - still listen or do, but can shift own attention. ■ Is able to follow directions (if not intently focused on own choice of activity. ■ 40-60 Maintains attention, concentrates and sits quietly during appropriate activity. <p>Understanding</p> <ul style="list-style-type: none"> ■ 30-50 Responds to simple instructions. ■ Beginning to understand 'why' and 'how' questions. ■ 40-60 Responds to instructions involving a two-part sequence. <p>Speaking</p> <ul style="list-style-type: none"> ■ 30-50 Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). ■ Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>). ■ Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. ■ Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>. ■ Uses a range of tenses (e.g. <i>play, playing, will play, played</i>). ■ Uses intonation, rhythm and phrasing to make the meaning clear to others. ■ Uses vocabulary focused on objects and people that are of particular importance to them. ■ Builds up vocabulary that reflects the breadth of their experiences. ■ Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> <p>40-60</p> <ul style="list-style-type: none"> ■ Uses language to imagine and recreate roles and experiences in play situations. ■ Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. ■ Introduces a storyline or narrative into their play
Mathematics	Physical Development Gross Motor	Understanding the World
<p>Numbers</p> <ul style="list-style-type: none"> ■ 30-50 Uses some number names and number language spontaneously. ■ Uses some number names accurately in play. ■ Recites numbers in order to 10. ■ Knows that numbers identify how many objects are in a set. ■ Beginning to represent numbers using fingers, marks on paper or pictures. ■ Sometimes matches numeral and quantity correctly. ■ Shows curiosity about numbers by offering comments or asking questions. ■ Compares two groups of objects, saying when they have the same number. ■ Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. ■ Shows an interest in numerals in the environment. ■ Shows an interest in representing numbers. ■ Realises not only objects, but anything can be counted, including steps, claps or jumps. ■ 40-60 Recognise some numerals of personal significance. ■ Recognises numerals 1 to 5. ■ Counts up to three or four objects by saying one number name for each item. ■ Counts actions or objects which cannot be moved. ■ Counts objects to 10, and beginning to count beyond 10. ■ Counts out up to six objects from a larger group. ■ Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. ■ Counts an irregular arrangement of up to ten objects. ■ Estimates how many objects they can see and checks by counting them. ■ Uses the language of 'more' and 'fewer' to compare two sets of objects <p>Shape, space and measure</p> <ul style="list-style-type: none"> ■ 30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. ■ Shows awareness of similarities of shapes in the environment. ■ Uses positional language. ■ Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. ■ Shows interest in shapes in the environment. ■ Uses shapes appropriately for tasks. ■ Beginning to talk about the shapes of everyday objects, e.g. <i>'round' and 'tall'</i>. ■ 40-60 Can describe their relative position such as <i>'behind' or 'next to'</i>. ■ Uses everyday language related to time. ■ Orders and sequences familiar events. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> ■ 30-50 Move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. ■ Mounts stairs, steps or climbing equipment using alternate feet ■ Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. ■ 40-60 jumps off an object and lands appropriately ■ Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. ■ Travels with confidence and skill around, under, over and through balancing and climbing equipment. ■ Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ■ Uses simple tools to effect changes to materials. ■ Handles tools, objects, construction and malleable materials safely and with increasing control. <p>■ EL6 Children show good control and co-ordination in large and small movements.</p> <p>Health and self care</p> <ul style="list-style-type: none"> ■ 30-50 Observes the effects of activity on their bodies. ■ Understands that equipment and tools have to be used safely. ■ Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom ■ 40-60 Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health 	<p>People and communities</p> <ul style="list-style-type: none"> ■ 30-50 Shows interest in the lives of people who are familiar to them ■ Remembers and talks about significant events in their own experience. ■ Recognises and describes special times and events for family and friends ■ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p>The world</p> <ul style="list-style-type: none"> ■ Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. ■ Can talk about some of the things they have observed such as plants, animals, natural and found objects. ■ Talk about why things happen and how things work. ■ Develop an understanding of growth, decay and changes over time <p>40-60 - Looks closely at similarities, differences, patterns and change</p>



Year R Medium Term Topic Planning - Autumn 2 Weeks 1-4

Once long ago objectives

Personal, Social and Emotional Development	Expressive arts and design - Dance, Music and Singing	Expressive arts and design Development Art
<p>Making relationships</p> <ul style="list-style-type: none"> ■ 30-50 Can play in a group, extending and elaborating play ideas ■ Initiates Play, offering cues to peers to join them. ■ Keeps play going by responding to what others are saying or doing. ■ Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. ■ 40-60 Initiates conversations, attends to and takes account of what others say. ■ Explains own knowledge and understanding, and asks appropriate questions of others. <p>Self confidence & self awareness</p> <ul style="list-style-type: none"> ■ 30-50 can select and use activities and resources with help ■ Welcomes and values praise for what they have done. ■ enjoys responsibility and carrying out small tasks ■ Is more outgoing towards unfamiliar people and more confident in new social situations. ■ Confident to talk to other children when playing, and will communicate freely about own home and community. ■ Shows confidence in asking adults for help. ■ 40-60 Confident to speak to others about own needs, wants, interests and opinions. ■ Can describe self in positive terms and talk about abilities. <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> ■ 30-50 Aware of own feelings, and knows that some actions and words can hurt others' feelings. ■ Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. ■ Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. ■ Can usually adapt behaviour to different events, social situations and changes in routine. ■ Can usually adapt behaviour to different events, social situations and changes in routine. ■ 40-60 Understands that own actions affect other people. ■ Aware of boundaries set, and of behavioural expectations in the setting. 	<p>Exploring and using media and materials</p> <ul style="list-style-type: none"> ■ 30-50 Beginning to move rhythmically. ■ Imitates movement in response to music. ■ Taps out simple repeated rhythms. <p>■ 40-50 Begins to build a repertoire of songs and dances.</p> <p>■ Explores the different sounds of instruments.</p> <p>Being Imaginative</p> <ul style="list-style-type: none"> ■ 30-50 Uses movement to express feelings. ■ Creates movement in response to music. ■ Captures experiences and responses with a range of media such as music, dance and paint and other materials or words. <p>■ 40-60 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	<p>Exploring and using media and materials</p> <p>30-50</p> <ul style="list-style-type: none"> ■ Explores colour and how colours can be changed. ■ Uses various construction materials. ■ Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ■ Joins construction pieces together to build and balance. ■ 40-60 Explore what happens when they mix colours. ■ Experiments to create different textures. ■ Manipulates materials to achieve a planned effect. ■ Constructs with a purpose in mind, using a variety of resources. ■ Uses simple tools and techniques competently and appropriately. ■ Selects appropriate resources and adapts work where necessary
<p>Understanding the World</p> <p>Technology</p> <p>30-50</p> <ul style="list-style-type: none"> ■ Know how to operate simple equipment. <p>40-60</p> <ul style="list-style-type: none"> ■ Complete a simple programme on a computer. ■ Use ICT hardware to interact with age-appropriate computer software. 	<p>Expressive arts and design Development</p> <p>Role-play / puppets</p> <p>Being Imaginative</p> <ul style="list-style-type: none"> ■ 30- 50 Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. ■ Use available resources to create props to support role-play. ■ Engage in imaginative play and role play base on own first hand experiences. ■ 40-60 Create Simple representations of events, people and objects. ■ Introduces a storyline or narrative into their play. ■ Plays alongside other children who are engaged in the same theme. ■ Plays cooperatively as part of a group to develop and act out a narrative. 	<p>Expressive arts and design Development - Exploring and using media and materials</p> <ul style="list-style-type: none"> ■ Uses various construction materials. ■ Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. ■ Joins construction pieces together to build and balance. ■ Realises tools can be used for a purpose. <p>40-60</p> <ul style="list-style-type: none"> ■ Manipulates materials to achieve a planned effect. ■ Constructs with a purpose in mind, using a variety of resources. ■ Uses simple tools and techniques competently and appropriately. ■ Selects appropriate resources and adapts work where necessary. ■ Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Expressive arts and design Development - Being Imaginative</p> <ul style="list-style-type: none"> ■ Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. ■ Use available resources to create props to support role-play. ■ Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>40-60 -</p> <ul style="list-style-type: none"> ■ Create simple representations of events, people and objects. ■ Introduces a storyline or narrative into their play. ■ Plays alongside other children who are engaged in the same theme. ■ Plays cooperatively as part of a group to develop and act out a narrative <p>UW - The World</p> <ul style="list-style-type: none"> ■ Enjoy playing with small-world models such as a farm, a garage, or a train track between features of the local environment.