



Medium Term Plan EYFS – Term 1 – Me and My Community / Exploring Autumn

All subjects that will be taught this year have been carefully planned and centred around the 3 I's:

- * Intent
- * Implementation
- * Impact

Our curriculum aim is to ensure that a rich and varied curriculum is taught (INTENT) and the wholehearted engagement of pupils is encouraged (IMPLEMENTATION). Through fun, diverse learning opportunities, children will develop detailed knowledge and skills across the curriculum (IMPACT) helping them in their future learning.

Rationale: We want children to leave HK with sound knowledge, specialist skills and understanding so that they are ready to thrive in real life and have the required skills within their chosen subject area / unique talent to prosper in the wider world and in the future.

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Text: Think Big by Kes Gray and Nathan Reed						
Starting School, My Mum, Superhero Dad, The Lion and the Mouse, Once there were Giants, Lost and Found, Leaf Man						
English	Settling in Activities: Starting School	Make comments about what has been heard and ask question. C&L:S LO: To recall my experience (Walk around the school).	Emotions – The Lion and the Mouse Me and my Family	Think Big! Accident Report Lesson 1: LO: To explore the setting and events of the traditional nursery rhyme <i>Humpty Dumpty</i> through imaginative play. <ul style="list-style-type: none"> • To work in role as different characters • To begin to use key vocabulary • To work collaboratively and share ideas 	Think Big! Story Ending Lesson 1: LO: To make predictions. <ul style="list-style-type: none"> • To ask questions • To use picture clues • To share and talk about ideas • To begin to know and use the vocabulary 'front cover', 'title', 'author' and 'illustrator' 	Think Big! Get Well Letter Lesson 1: LO: To write a get-well letter for Humpty. <ul style="list-style-type: none"> • To write simple sentences • To use sounds to spell words • To re-read writing to check it makes sense • To use some features of a simple letter



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				<p>Lesson 2: LO: To begin to record ideas in writing.</p> <ul style="list-style-type: none"> To say and write a simple sentence To use recognisable letters in writing To write words which match spoken sounds <p>Lesson 3: LO: To make a prediction.</p> <ul style="list-style-type: none"> To read and recite the nursery rhyme <i>Humpty Dumpty</i> To recognise rhyming words To share ideas with a talk partner To orally rehearse and write a simple sentence <p>Lesson 4: LO: To recognise words which rhyme.</p> <ul style="list-style-type: none"> To read a familiar nursery rhyme To find pairs of words that rhyme 	<p>Lesson 2: LO: To make inferences about a character's feelings.</p> <ul style="list-style-type: none"> To compare images of Humpty Dumpty To use a variety of words to describe Humpty's emotions To discuss the impact of events on a character's feelings To write about a character's feelings To edit a simple sentence <p>Lesson 3: LO: To write advice for Humpty, expressed as a speech bubble.</p> <ul style="list-style-type: none"> To recall events from a story To work with a talk partner to share ideas To use drawing to support planning and oral rehearsal of sentences prior to writing To use sounds to spell words 	<p>Lesson 2: LO: To understand the key message of a story.</p> <ul style="list-style-type: none"> To explore the meaning of the phrases 'think big' and 'aim for the stars' To talk about and share ideas with others To write a simple caption To use letter sounds to write words <p>Lesson 3: LO: To draw and label pictures about different occupations.</p> <ul style="list-style-type: none"> To be aware that there is wide variety of occupations To talk about and share ideas To know the purpose of information books <p>Lesson 4: LO: To talk about a future occupation.</p> <ul style="list-style-type: none"> To draw a picture and talk about it
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				<ul style="list-style-type: none"> To talk about the sounds in words To continue a rhyming string <p>Lesson 5: LO: To write a new version of Humpty Dumpty.</p> <ul style="list-style-type: none"> To recognise words which rhyme To continue a rhyming string To talk about how words are the same and different 	<p>Lesson 4: LO: To explore different characters' feelings in a story.</p> <ul style="list-style-type: none"> To sequence the events of a story To know that a story has a beginning, middle and an end To work in role as a nursery rhyme character <p>Lesson 5: LO: To compose an ending for a story.</p> <ul style="list-style-type: none"> To use picture clues To imagine what happened next in the story To draw a short sequence of events To use a story frame to tell part of a story 	<ul style="list-style-type: none"> To clarify ideas for writing To begin to orally rehearse sentences for writing To reinforce key messages from the story <p>Lesson 5: LO: To write simple sentences.</p> <ul style="list-style-type: none"> To use drawing to support planning and oral rehearsal of sentences To use sounds to spell words To read aloud simple sentences To begin to understand the key message of a story
Phonics	Little Wandle Letters and Sounds	Little Wandle Letters and Sounds Revised Phase 2 s a t p	Little Wandle Letters and Sounds Revised Phase 2 i n m d	Little Wandle Letters and Sounds Revised Phase 2 g o c k	Little Wandle Letters and Sounds Revised Phase 2 c k e u	Little Wandle Letters and Sounds Revised Phase 2 h b f l



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	Foundations for Phonics – Phase 1	Tricky Word: is	Tricky Word: I	Tricky Word: the		
Maths	<p>Getting to Know You Baseline Activities</p> <p>Opportunities for settling in, introducing areas of provision and getting to know the children.</p> <p>Key times of the day, class routines.</p> <p>Exploring the continuous provision inside and out. Where do things belong?</p> <p>Positional language.</p> <p>Counting Skills: Assess counting principles: one to one, stable order, cardinal,</p>	<p>Getting to Know You Baseline activities</p> <p>Opportunities for settling in, introducing areas of provision and getting to know the children.</p> <p>How old are you</p> <p>Maths about me</p> <p>Colour and count favourite fruit</p> <p>Counting Skills: Assess counting principles: one to one, stable order, cardinal, abstraction, order irrelevance</p> <p>Patterns</p> <p>CP: Ordering beanstalks by size – build towers of bricks to match, count the bricks.</p> <p>Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other.</p> <p>Matching pairs sock/gloves</p>	<p>Just Like Me</p> <p>Match and sort - same and different (colour, shape, size).</p> <p>Identify matching buttons Identify matching socks.</p> <p>Describe size and shapes of lids - CP</p> <p>Sorting buttons in groups</p> <p>Collecting natural material and sorting (Forest School).</p> <p>Match and sort/order numbers (Number caterpillar)</p> <p>Texts:</p> <p>Anno’s Buttons/The Button Box’</p>	<p>Just Like Me</p> <p>Making Comparisons – compare sizes (3 bears; bowls, chairs, beds)</p> <p>Comparing amounts – vocabulary: fewer than, more than, equal</p> <p>Comparing and ordering heights – building towers. Line up in height order.</p> <p>Flat shapes – names, naming shape pictures.</p> <p>Digging Deeper</p> <p>Text:</p> <p>Goldilocks and the Three Bears’</p> <p>Three Little Pigs</p> <p>Billy Goats Gruff</p>	<p>Just Like Me</p> <p>Measure, Shape and Spatial Thinking</p> <p>AB Patterns with natural objects (Forest School)</p> <p>AB shape patterns</p> <p>Spot the mistake in repeated pattern</p> <p>Patterns using body and movement – body percussion</p> <p>Compare size, mass and capacity (large/small, big/little, short/tall, tallest/shortest) – maths meetings</p> <p>Text:</p> <p>‘We’re going on a Bear Hunt’</p>	<p>It’s Me – 1, 2, 3! Number composition (0,1)</p> <p>Representing, comparing and composition of number.</p> <p>Introduce 0 and 1</p> <p>Equal, not equal circles, 1p.</p> <p>Number formation.</p> <p>BBC iPlayer - Numberblocks - Series 1: One</p>



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	<p>abstraction, order irrelevance.</p> <p>Many activities in continuous provision so not always evidenced</p>	<p>Ordering Teddies – 1-10 (number recognition)</p> <p>Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other.</p> <p>Many activities in continuous provision so not always evidenced</p>				
<p>UTW Science</p>	<p>Settling in activities</p> <p>Star fish, shells etc – where would you find these? What are they?</p> <p>ELG-UTW:NW2 DM:R:UTW18</p> <p>Big Ideas (Aspects):</p> <p>Materials (Identification and Classification, Properties and Uses)</p> <p>Change (Living things)</p>			<p>Friendship Potions</p> <p>DM3-4:UTW7:</p> <p>Big Ideas (Aspects):</p> <p>Humankind (Staying safe)</p> <p>Materials (Identification and Classification)</p>	<p>Exploring Autumn – Seasonal changes</p> <p>LO: To recognise signs of change in the local environment.</p> <p>ELG-UTW:NW2 ELG-UTW:NW3 ELG-UTW:PPC1 DM:R:UTW:21: DM:R:UTW19 DM:R:UTW18</p> <p>Big Ideas (Aspects):</p> <p>Change (Living things)</p> <p>Place (Habitats)</p> <p>Processes (Pattern seeking)</p>	<p>Woodland/Non-Woodland Animals</p> <p>ELG-UTW:NW2 ELG-UTW:NW1</p> <p>Big Ideas (Aspects):</p> <p>Comparison (Physical things)</p> <p>Nature (Parts & function)</p> <p>Place (Habitats)</p>



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	<p>Humankind (Staying safe)</p> <p>Wet/dry sand. ELG-UTW: NW2 DM: R: UTW18 DM3-4: UTW7</p> <p>Big Ideas (Aspects): Materials (Identification and Classification, Properties and Uses) Humankind (Staying safe)</p>				<p>Investigation (Questioning, Observation) Creativity (Report & conclude)</p>	
<p>UTW Geog.</p>	<p>Our local environment – school surroundings.</p> <p>Big Ideas (Aspects): Significance (significant places) Nature (physical features) Investigation (geographical resources) Humankind (human features)</p>	<p>Lesson 2: Helping Hands</p> <p>LO: To know ways to look after my environment.</p> <p>To describe my immediate environment.</p> <p>Big Ideas (Aspects): Materials (natural and man-made materials) Nature (physical features and environment) Investigation (fieldwork)</p>		<p>Forest School</p> <p>Repeating patterns with natural resources.</p> <p>LO: To create a repeating pattern and some familiar natural resources.</p> <p>Big Ideas (Aspects): Materials (natural and man-made materials)</p>	<p>Exploring Autumn</p> <p>LO: To recognise signs of change in the local environment.</p> <p>LO: Describe the changes I see.</p> <p>LO: Understand the effect of changing seasons on the natural world.</p> <p>Big Ideas (Aspects):</p>	<p>Messy Maps</p> <p>LO: To name and talk about my local community.</p> <p>LO: To name and talk about local landmarks.</p> <p>Significance (significant places) Materials (natural and man-made materials) Nature (physical features)</p>



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	Place (location)	Humankind (human features)			Change (geographical change) Processes (climate and weather)	Investigation (geographical resources) Place (map)
UTW History Past and Present People, Culture and Communities	<p>Talk about people we live with – do we have siblings at HK?</p> <p>Talk about friends that will be in Acorn Class – children we know from pre-school.</p> <p>Meet new teachers.</p> <p>Big Ideas (Aspects): Change (changes over time) Humankind (everyday life) Creativity (report and conclude, communication)</p>	<p>Marvellous Me! LO: To describe myself.</p> <p>LO: To talk about special people in my life and why they are important.</p> <p>LO: To recognise that families are all different.</p> <p>Big Ideas (Aspects): Humankind (everyday life) Creativity (communication)</p>	<p>Someone Special LO: To talk about special people in my life and why they are important.</p> <p>Look How We've Grown LO: To recognise changes.</p> <p>Can you guess who we are? Children bring in pictures of when they were a baby, toddler and now.</p> <p>Create a timeline display in Classroom 1</p> <p>Big Ideas (Aspects): Significance (people) Change (changes over time and chronology) Comparison (compare and contrast) Creativity (report and conclude) Materials (artefacts and sources)</p>	<p>Similarities and Differences LO: To recognise and everyone is different and special.</p> <p>Big Ideas (Aspects): Significance (people) Humankind (everyday life)</p>	<p>Help Who Help Us. LO: To talk about people who help us in the community.</p> <p>Big Ideas (Aspects): Significance (people) Humankind (everyday life) Place (local history)</p>	



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<p>Art</p>	<p>Art: Drawing: Marvellous Marks</p> <p>Lesson 1: Mark making with crayons. LO: To explore making marks with wax crayons. To investigate the marks and patterns made by different textures.</p> <p>DM:R:EAD20 ELG-EAD:CWM1</p> <p>Big Ideas (Aspects): Materials (Pencil, ink, charcoal and pen)</p> <p>Creativity (Generation of ideas)</p>	<p>Art: Drawing: Marvellous Marks</p> <p>Lesson 2: Marks making with felt tips.</p> <p>LO: To explore making marks with felt tips. To use a felt tip to make patterns.</p> <p>DM:R:EAD20 ELG-EAD:CWM1:</p> <p>Big Ideas (Aspects): Materials (Pencil, ink, charcoal and pen)</p> <p>Creativity (Generation of ideas)</p>	<p>Art: Drawing: Marvellous Marks</p> <p>Lesson 3: Mark making with chalks.</p> <p>LO: To explore making marks with chalk.</p> <p>To make controlled large and small movements. To compare different ways of making marks and drawing.</p> <p>DM:R:EAD20 ELG-EAD:CWM1</p> <p>Big Ideas (Aspects): Materials (Pencil, ink, charcoal and pen)</p> <p>Comparison (Compare & Contrast)</p>	<p>Art: Drawing: Marvellous Marks</p> <p>Lesson 5: Drawing faces.</p> <p>LO: To explore mark making using pencils.</p> <p>To create a simple observational drawing.</p> <p>DM:R:EAD20 ELG-EAD:CWM1</p> <p>Big Ideas (Aspects): Materials (Pencil, ink, charcoal and pen)</p> <p>Creativity (Creation)</p> <p>Humankind (Human Form)</p>	<p>Art: Drawing: Marvellous Marks</p> <p>Lesson 6: Drawing faces in colour.</p> <p>LO: To use a variety of colours and materials to create a self-portrait.</p> <p>To express their own self-image through art.</p> <p>DM:R:EAD20 ELG-EAD:CWM1</p> <p>Big Ideas (Aspects): Significance (Significant people, artwork and movements)</p> <p>Materials (Pencil, ink, charcoal and pen)</p> <p>Humankind (Human Form)</p> <p>Creativity (Creation)</p> <p>Friendship Rainbow</p>	<p>Art: Creation Station</p> <p>Lesson: 3D Landscape</p> <p>LO: To create natural 3D landscape pictures using found objects.</p> <p>DM:R:EAD20 ELG-EAD:CWM1</p> <p>Big Ideas (Aspects) Nature (Natural Form)</p> <p>Leaf Suncatchers</p> <p>Big Ideas (Aspects) Nature (Natural Form)</p>
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			Creativity (Generation of ideas) Creativity (Evaluation)		LO: To use primary colours to create other colours. Big Ideas (Aspects): Materials (Paint)	
Music	Music: Exploring Sound Lesson 1: Vocal Sounds LO: To explore using our voices to make a variety of sounds. Big Ideas (Aspects): Creativity (Singing)	Music: Exploring Sound Lesson 2: Body Sounds LO: To explore how to use our bodies to make sounds. To explore different sounds and think about tempo. Big Ideas (Aspects): Creativity (Pulse and rhythm)	Music: Exploring Sound Lesson 3: Instrumental Sounds LO: To explore the sounds of different instruments. To experiment with tempo and dynamic when playing instruments. Big Ideas (Aspects): Creativity (Performing)	Music: Exploring Sound Lesson 4: Environmental Sounds LO: To identify sounds in the environment and differentiate between them. To use musical vocabulary when describing environmental sounds. Big Ideas (Aspects): Investigation (Music appreciation)	Music: Exploring Sound Lesson 5: Nature Sounds LO: To identify and describe familiar nature sounds and differentiate between them. To use voices to imitate natural sounds. Big Ideas (Aspects): Creativity (Singing) Investigation (Music appreciation)	
PE	BEAM DM3-4:PD2 Big Idea (Aspect): Processes (Athletics) Processes (Gymnastics)	BEAM Locomotion: Walking Lesson 1: Traffic Lights	BEAM Locomotion: Walking Lesson 2: Walkie Talkie	BEAM Locomotion: Walking Lesson 3: Through the Gates	BEAM Locomotion: Jumping Lesson 4: Jumping Competition	BEAM Locomotion: Jumping Lesson 5: Alphabet Game



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		<p>LO: To explore walking using different body parts in different directions. DM3-4:PD2 DM3-4:PD3</p> <p>Big Idea (Aspect): Processes (Athletics) Processes (Gymnastics)</p>	<p>LO: To explore how we walk using our head, arms and feet, applying an effective walking technique. DM3-4:PD2 DM3-4:PD3</p> <p>Big Idea (Aspect): Processes (Athletics) Processes (Gymnastics)</p>	<p>LO: To explore walking in different pathways and to explore relationships with others. DM3-4:PD3</p> <p>Big Idea (Aspect): Processes (Athletics) Processes (Gymnastics)</p>	<p>LO: To begin to jump effectively. DM3-4:PD2 DM3-4:PD3</p> <p>Big Idea (Aspect): Processes (Athletics) Processes (Gymnastics)</p>	<p>LO: To develop jumping technique applying it into a game. DM3-4:PD2 DM3-4:PD3</p> <p>Big Idea (Aspect): Processes (Athletics) Processes (Gymnastics)</p>
PSHE	<p>Being Me in My World</p> <p>Lesson 1: Who... Me?</p> <p>LO: To Understand how it feels to belong and that we are similar and different.</p> <p>Big Ideas (Aspect) Humankind (Unacceptable behaviour)</p>	<p>Being Me in My World</p> <p>Lesson 2: How am I feeling today?</p> <p>LO: To start to recognise and manage my feelings.</p> <p>Big Ideas (Aspect) Creativity (vocabulary) Investigation (Issues, Evidence, Ideas)</p>	<p>Being Me in My World</p> <p>Lesson 3: Being at School</p> <p>LO: To enjoy working with others to make school a good place to be.</p> <p>Big Ideas (Aspect) Materials (Consumers) Creativity (vocabulary)</p>	<p>Being Me in My World</p> <p>Lesson 4: Gentle Hands</p> <p>LO: To Understand why it is good to be kind and use gentle hands.</p> <p>Big Ideas (Aspect) Creativity (vocabulary)</p>	<p>Being Me in My World</p> <p>Lesson 5: Our Rights</p> <p>LO: To understand children’s rights and this means we should all be allowed to learn and play.</p> <p>Big Ideas (Aspect) Creativity (vocabulary) Nature (Rights of others)</p> <p>Humankind (Wellbeing)</p>	<p>Being Me in My World</p> <p>Lesson 6: Our Responsibilities</p> <p>LO: To learn what being responsible means.</p> <p>Big Ideas (Aspect) Creativity (vocabulary) Humankind (Wellbeing)</p>



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	<p>Place (Place in the world)</p> <p>Place (Diversity)</p>					
<p>Computing</p>	<p>Settling in activities</p>	<p>Self-Image and Identity</p> <p>Lesson 1: Interactive video lesson</p> <p>LO: Name and recognise uncomfortable, embarrassed, and upset emotions</p> <p>Recognise online or offline, that anyone can say no/please stop/I'll tell/I'll ask to somebody who makes the feel sad, uncomfortable, embarrassed or upset.</p>	<p>Self-Image and Identity</p> <p>Lesson 2: What do uncomfortable, embarrassed and upset mean?</p> <p>LO: Name and recognise uncomfortable, embarrassed, and upset emotions</p> <p>Recognise online or offline, that anyone can say no/please stop/I'll tell/I'll ask to somebody who makes the feel sad, uncomfortable, embarrassed or upset.</p>	<p>Self-Image and Identity</p> <p>Lesson 3: What online and offline scenarios can make us feel sad, uncomfortable, embarrassed or upset?</p> <p>LO: Name and recognise uncomfortable, embarrassed, and upset emotions</p> <p>Recognise online or offline, that anyone can say no/please stop/I'll tell/I'll ask to somebody who makes the feel sad, uncomfortable, embarrassed or upset.</p>	<p>Self-Image and Identity</p> <p>Lesson 4: What can we do if someone makes us feel uncomfortable, embarrassed or upset online or offline?</p> <p>LO: Name and recognise uncomfortable, embarrassed, and upset emotions</p> <p>Recognise online or offline, that anyone can say no/please stop/I'll tell/I'll ask to somebody who makes the feel sad, uncomfortable, embarrassed or upset.</p>	<p>Self-Image and Identity</p> <p>Lesson 5: Who are your trusted adults? What would you do?</p> <p>LO: Name and recognise uncomfortable, embarrassed, and upset emotions</p> <p>Recognise online or offline, that anyone can say no/please stop/I'll tell/I'll ask to somebody who makes the feel sad, uncomfortable, embarrassed or upset.</p> <p>BEEBOTS:</p>



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						LO: Input a simple sequence of commands to control a digital device.
RE	Creation Lesson 1: Who are Christians? LO: To know that 'God' is a name.	Creation Lesson 2: LO: To know what the Bible is.	Creation Lesson 3: LO: To know why Christians believe God created the world.	Creation Lesson 4: LO: To know why the word 'God' is so important to Christians.	Creation Lesson 5: LO: To know why Christians call God an amazing Creator (Adam and Eve).	Creation Lesson 6: LO: To know stories from the Bible (Noah's Ark) Lesson 7: LO: To know stories from the Bible (Joseph and the coat of many colours).