



Acorns Class Medium Term Plan – EYFS Autumn 1 (2023 – 2024)



AREA OF DEVELOPMENT	1 Half week	2	3	4	5	6	7
Trust Vision Focus	SELF (believe)						
UN Sustainable Goals Focus	6, 11, 15						
Virtue Focus	Reflection			Gratitude			
Key Questions	What is it like here? Where do I belong? Who made the world?						
Listening, Attention and Understanding To understand how to listen carefully. To understand why listening is important. To be able to follow instructions/directions	Circle times Class rules Class stories Short carpet sessions Simon says	Circle times Class rules Class stories Short carpet sessions Simon says	Circle times Class rules Class stories Short carpet sessions Simon says	Circle times Class rules Class stories Short carpet sessions Simon says	Increasingly length and frequency of carpet sessions Short guided reading sessions	Increasingly length and frequency of carpet sessions Short guided reading sessions	Increasingly length and frequency of carpet sessions Short guided reading sessions
Speaking Inspiring speaker To talk in front of a small group. To talk to their teacher and other supporting adults. To learn new vocabulary linked to the project learning.	Circle times Story language Once upon a time One day Unfortunately	A Squash and a Squeeze Retell the story with actions. Model using story map. Hot seating. Speech / thought bubbles for the animals in the story.			Poems on a theme - Rainbows and colours (Hamilton)		



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<p>I can begin to learn new vocabulary and use it</p>	<p>Luckily In the end</p>	<p>Sensory trays with things to squash and squeeze – clay, sand, jelly, balloons, slime, etc.</p>					
<p>Self-regulation To recognise different emotions Colour Monster To understand how people, show emotions To focus during short whole class activities To follow one step instructions</p>	<p>Circle times Class rules</p>	<p>To recognise how we might feel See weekly planning- A squash and a squeeze</p>	<p>To recognise emotions in characters See weekly planning- A squash and a squeeze</p>	<p>To recognise emotions in characters To understand how people, show emotions See weekly planning- A squash and a squeeze</p>	<p>To focus during short whole class activities</p>	<p>To focus during short whole class activities</p>	<p>To focus during short whole class activities</p>
<p>Managing self To independently be able to - Use the toilet Wash hands - Put coat on - Change shoes into wellington boots To explore the Reception environment. To begin to understand the rules of a classroom – To get changed for P.E with support</p>	<p>Class routines To begin to understand the rules of a classroom – To independently be able to - Use the toilet including flush Washing hands To explore the Reception environment.</p>	<p>Put a coat on with support Locking the toilet door To explore the Reception environment. <i>Continue week 1 skills throughout term.</i></p>	<p>Changing shoes to wellies</p>	<p>Changing shoes to trainers</p>	<p>Changing shoes to trainers</p>	<p>To get changed for P.E with support</p>	<p>To get changed for P.E with support</p>



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<p>Building relationships To seek support from adults when needed. To gain confidence to speak to others in their class and to adults. To play with children who are playing with the same activity.</p>	<p>To play with children who are playing with the same activity.</p>	<p style="text-align: center;">→</p>	<p>To gain confidence to speak to others in their class and to adults.</p>	<p style="text-align: center;">→</p>	<p>To seek support from adults when needed.</p>	<p style="text-align: center;">→</p>	
<p>PSHE SCARF scheme This is in addition to other skills taught as it's a part of a 3 year rolling program.</p>	<p>Daily circle times – welcome back</p>	<p>Me and My Relationships All About Me (R)</p>	<p>Me and My Relationships What Makes Me Special (R)</p>	<p>Me and My Relationships Why we have classroom rules (Y1)</p>	<p>Me and My Relationships Thinking about feelings (Y1)</p>	<p>Me and My Relationships Our ideal classroom (Y1 / Y2)</p>	<p>Me and My Relationships How are you feeling today? (Y2)</p>
<p>Gross motor skills To move safely within a given space. To stop safely. To develop control when using basic equipment e.g. scissors</p>	<p>See prem sport detailed planning – term focus is mutli-skills and outdoor learning (team building). Outdoor play, building and loose parts, balls, brooms and hoops, obstacle courses</p>						
<p>Fine motor skills Inspiring skill builder To use a dominant hand. To mark make using shapes. To begin to use a tripod grip when using mark making tools. To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching. To use large pegs To begin to copy letters</p>	<p>Baseline Picture of self Write name Scissor activity Photo of pencil grip Photo Scissor grip – In English books assess termly</p>		<p>Daily dough disco Early morning activities – rotation (daily) To thread large beads. To use large pegs. To hold scissors correctly and make snips in paper. To use tweezers to transfer objects. To make points in playdoh by pinching. To begin to copy letters</p>				



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To hold a fork and spoon correctly							
Comprehension To use pictures to tell stories To sequence familiar stories To listen to stories read and engage in story time. To independently look at book, holding them the correct way and turning pages	Daily story	Daily story	Daily story	Daily story	Daily story	Daily story	Daily story
	Reading corner	Reading corner	Reading corner	Reading corner	Reading corner	Reading corner	Reading corner
					Shared reader 1	Shared reader 2	Shared reader 3
Word reading Phase 2 Satp inmd gock eur hbft Orally blend To identify the initial sound in words. To begin to orally blend sounds in short words e.g. cat, dog	Baseline and alphabet chant	Baseline and alphabet chant	S a t p	I n m d	Step 1 G o c k	Step 2 c k e u r	Step 3 Consolidation
					Shared reader 1	Shared reader 2	Shared reader 3
Writing To copy letter shapes which are familiar to them e.g. from their name. To give meaning to the marks they make as they write. To copy taught shapes and letters. To write the initial sounds in words.	Write name Draw a picture of themselves	Draw a picture of their family Draw pictures of things they like/dislike	S a t p	I n m d	G o c k	c k e u r	All letters to date
			See Phonics and English planning	See Phonics and English planning	See Farmer Duck planning	See Phonics and English planning	See Phonics and English planning
English topics See separate planning	Welcome back Class charter Holiday recount Goals for the year	A Squash and a Squeeze Farmer Duck The Very Hungry Caterpillar			Poetry – Rainbows and Colours		
	My Big book of Families						
Stories My Big book of Families Colour Monster A squash and a Squeeze A selection of Rainbow poems A selection of colour poems.	All are welcome						



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All are welcome	Colour Monster						
Number Autumn term To recognise numbers 1-5. To begin to subitise to 5. To find one more of numbers to 5. To find one less of numbers to 5. To explore the composition of numbers to 5. To match the written numeral to a quantity to 5. To know addition facts to make 5.	Baseline Getting to know you	Baseline Getting to know you	Match sort and compare	Match sort and compare	Talk about measure and patterns	Talk about measure and patterns	It's me 1 2 3
Numerical patterns Autumn term To identify which group of objects has more. To identify which group of objects has less. To compare quantities up to 5. To compare equal and unequal groups. To count forward to 5 and then to 10. To count backward from 5 to 0 and then 10 to 0. To order numbers to 5.	Baseline Getting to know you	Baseline Getting to know you	Match sort and compare	Match sort and compare	Talk about measure and patterns	Talk about measure and patterns	It's me 1 2 3
SSM Autumn term To sort objects against given criteria. To compare capacity, length, height and size. To complete a repeating pattern of 2 objects or colours.	Baseline Getting to know you	Baseline Getting to know you	Match sort and compare	Match sort and compare	Talk about measure and patterns	Talk about measure and patterns	It's me 1 2 3



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<p>To recognise and name circle, square, rectangle and triangle. To begin to explore the properties of 2D shapes. To make shape pictures. To order days of the week. To sequence daily event using words related time.</p>	<p>Days of the week song</p>						
<p>Past and Present To be able to identify how they have changed from when they were a baby. Family trees and some similarities between themselves and their family in the past. All about me and how I'm making history.</p>	<p>Who am I? What do I like? How lives in my house?</p>	<p>What am I good at? To talk about how I have changed since I was a baby. Bring in a photo of you as a baby. What is the same? What is different? What have you learnt? How am I unique?</p>	<p>To name parts of the body. Play Simon say 'touch your nose' What is the same about our bodies/ different? How have I changed?</p>				
<p>People, Cultures and communities Inspiring researcher To know about family structures and talk about who is part of their family. To identify similarities and differences between themselves and peers. All about me and R.E To know the name of the village the school is in. To know about features of the immediate environment.</p>	<p>All about me and R.E Discuss who we care about and why.</p>	<p>Share I am specials with the class – inspiring speaker R.E Think about how we show love and know we are loved. What is it like here? To know the name of the village the school is in.</p>	<p>R.E <u>Explore baptism and begin to understand what it means.</u> What is it like here? <u>What is out classroom like?</u> <u>Group map- sticking features on</u></p>	<p>R.E <u>Discuss what we could do to make people feel welcome and why it is important.</u> What is it like here? <u>What is our school like?</u></p>	<p>R.E <u>Think about where we belong and how we know we do.</u> What is it like here? <u>What is our school like?</u> <u>Group map Group map- sticking features on (outside)</u></p>	<p>R.E <u>Explore how people are welcomed into a range of religions.</u></p>	<p>R.E <u>Recognise that in Hinduism Raksha Bandhan is a time to focus on the bond between siblings.</u> <u>Discuss occasions when things have happened in our lives that made us feel special.</u></p>



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<p>To start to make maps. What is it like here?</p> <p>To know that people around the world have different religions R.E</p>		<p>Maps, globes and areal map</p>		<p><u>Group map</u> <u>Group map- sticking features on (inside)</u></p>			
<p>The Natural world Inspiring adventurer</p> <p>To identify and recognise the features of Autumn. Autumn welly walk Autumn wreath</p> <p>To identify, recognise, explore and experience the changes in Autumn and Winter: weather, trees, animals, plants and clothes we wear.</p> <p>To consider what is like where we live. Links to farming – A Squash and a Squeeze</p> <p>Harvest festival Harvest – harvest our carrots, raspberries, sun flowers Preparing and chopping vegetables. Carrots and apples. from it.</p> <p>To recognise senses and how we use them. Amazing me</p> <p>To describe what they can see, hear, smell and feel when they are outside.</p> <p>To know features of their own immediate environment.</p>			<p>Links to farming – A Squash and a Squeeze</p>	<p>Harvest festival Harvest – harvest our carrots, raspberries, sun flowers Preparing and chopping vegetables. Carrots and apples. from it.</p> <p>Recognise the 5 senses. Taste, smell, sight, touch and hearing activities.</p>	<p>Harvest festival Harvest – harvest our carrots, raspberries, sun flowers Preparing and chopping vegetables. Carrots and apples. from it.</p> <p>To recognise senses and how we use them. Amazing me To describe what they can see, hear, smell and feel when they are outside. To know features of their own immediate environment</p>	<p>Autumn welly walk</p> <p>To identify, recognise, explore and experience the changes in Autumn and Winter: weather, trees, animals, plants and clothes we wear.</p>	<p>Autumn wreath</p>
<p>Creating with Materials</p> <p>To create simple representations of people and objects.</p>	<p>To name colours. To draw and colour with</p>	<p>To name colours. To draw and colour with pencils and crayons.</p>	<p>Scissors – (thumbs up) Scissor control activity-</p>	<p>To explore different techniques for joining materials (using different types</p>	<p>Cutting and sticking using PVA glue</p>	<p>Introduce water colours</p>	<p>Mix water colours Paint my world</p>



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<p>Marvellous marks To explore different techniques for joining materials (using different types of glue and sellotape.) To experiment with colouring mixing. To use colours for a particular purpose. Paint my world To design and make a Hibernation box Autumn To peel and chop vegetables safely Harvest</p>	<p>pencils and crayons. Draw a pictures of yourself. Colour using colouring pencils.</p>	<p>Introduce felt tip pens – lids on and off. Colouring within the lines. Paint my world</p>	<p>Paint my world</p>	<p>of glue and sellotape.) Scissors and gluing (putting the glue on the correct side_ Argos magazines. Cutting out pictures- what do I like? Paint my world</p>	<p>To peel and chop vegetables safely Harvest Paint my world</p>	<p>Paint my world</p>	
<p>Being Imaginative and expressive To sing entire songs To create musical patterns using body percussion. To experiment with different instruments and their sounds To learn and perform an Autumn poem in collective worship.</p>	<p>To begin to build up a repertoire of songs</p>	<p>To begin to build up a repertoire of songs</p>	<p>To begin to build up a repertoire of songs</p>	<p>To sing entire songs</p>	<p>To sing entire songs</p>	<p>To sing entire songs To learn and perform an Autumn poem in collective worship.</p>	<p>To learn and perform an Autumn poem in collective worship.</p>