

## Pips Class Topic Web: EYFS Medium Term Planning TERM 2 Autumn 2023

**EYFS Framework** – 3 Prime Areas of Learning and 4 specific areas underpinned by four key themes: A unique child; Positive Relationships; Enabling Environments; Learning and Development  
 Encompassing the characteristics of effective learning: - playing and exploring, active learning, creative and critical thinking

Through our school values we show kindness, respect, aspiration, perseverance, forgiveness and work together.

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| <p><u>Prime Area: Communication &amp; Language</u></p> <ul style="list-style-type: none"> <li>Learn new, topic and Drawing Club related vocabulary and apply this in different contexts</li> <li>Develop listening skills, understanding how to listen effectively and why this is important</li> <li>Listen to and talk about stories and non-fiction texts, asking questions and making predictions</li> <li>Articulate ideas in well formed sentences, in response to topic related discussions and through self-initiated play</li> </ul>   | <p><u>Prime Area: Physical Development</u></p> <ul style="list-style-type: none"> <li>Develop stamina through the Golden Mile (regular run around the playground)</li> <li>Dance– using music to inspire dance</li> <li>Cooperation and problem solving: Working cooperatively together – Developing movements such as jumping, moving at speed, changing direction and balancing.</li> <li>Through P.E. and continuous provision within the learning setting, develop coordination, agility and body-strength e.g. riding on bikes and trikes, large scale construction</li> <li>Hold a pencil effectively to draw accurately and form letters clearly: using a tripod grip if possible</li> </ul> | <p><u>Prime Area: Personal, Social &amp; Emotional Development</u></p> <ul style="list-style-type: none"> <li>Express feelings and consider the feelings of others, using The Colour Monster to support the use of language</li> <li>Develop strategies to regulate behaviour</li> <li>Working with Others (WVO): - games to practise taking turns and working in randomly selected groups</li> <li>Life Skills: - begin to understand how to develop safe relationships; nurture self-respect and how to respect others</li> <li>Focus on school value of perseverance- learn how to persevere in the face of challenges</li> <li>Continue to develop the skills to manage their own needs, including effective hand washing and managing buckles, buttons and zips for dressing</li> <li>Know and talk about how to keep themselves healthy, including eating a variety of foods (exploring our senses as we consider a balanced diet), toothbrushing and exercise</li> </ul>  |
| <p><u>Literacy: Comprehension, Word Reading and Writing</u><br/>                 Key texts: - The Colour Monster, Oi Get Off our Train, Clown, Polar Express, The Christmas Story</p> <ul style="list-style-type: none"> <li>Learn individual letter sounds (and when ready, digraphs – where two letters make one sound for example ch, sh, th, ee, oo, ai, oa)</li> <li>Play games to practise hearing sounds in words e.g. I Spy</li> <li>Play games to practise blending sound in words e.g. h-a-t = hat</li> <li>Begin to be able to read ‘tricky words’ by sight e.g. the, to</li> <li>Be able to write CVC words independently e.g. cat, mat</li> <li>Listen to and respond to fiction and non-fiction texts, asking and answering questions to develop</li> </ul>   |   | <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> <li>Understand the effect of changing seasons, developing an awareness of our senses as we smell, touch, see and listen to the natural world around us</li> <li>Explore animals, plants and their habitats in our local environment</li> <li>Identify things that are living or non-living e.g. an autumn leaf that has fallen from a tree</li> <li>Name trees and plants in the local environment</li> <li>Name and identify key parts of the body which relate to our senses.</li> <li>Can relate to their own lives and describe what they and their families do to look after their bodies. E.g. brushing teeth, eating a range of foods etc, washing, sleeping etc</li> <li>Understand key events of the past: Remembrance Day &amp; Bonfire Night</li> <li>Recognise that people have different beliefs and celebrate special times in different ways (e.g. events above, birthdays and Christmas)</li> <li>RE Day – Why do Christians perform Nativity plays?</li> </ul> |
| <p><u>Mathematics: Number and Numerical Patterns</u></p> <ul style="list-style-type: none"> <li>Know how to accurately count a number of objects i.e. matching one number to each object</li> <li>Practise subitising i.e. being able to instantly identify how many objects, up to 5, without needing to count them individually</li> <li>Explore numbers to 5 in depth, beginning to apply their understanding to different everyday contexts e.g. 5 children want bananas for snack but we only have 3. How many more do we need?</li> <li>Explain mathematical thinking in response to questions e.g. comparing amounts or shapes: ‘What’s the same? What’s different?’</li> <li>Explore the names and properties of 2D and 3D shapes to make patterns and pictures</li> <li>Continue and develop repeating patterns</li> </ul> | <p><u>Expressive Arts &amp; Design</u></p> <ul style="list-style-type: none"> <li>Develop different techniques to join materials to make a puppet</li> <li>Close observational drawing of a chosen object: living or non-living</li> <li>Design Christmas cards</li> <li>Listen and respond to music e.g. about Remembrance Day. How does it make them feel? What instruments could they use to represent a particular event or emotion?</li> <li>Watch and discuss performance art: watch the Christmas pantomime and perform the Christmas Nativity</li> <li>Develop their own role-play/narrative, in response to topic related stories.</li> <li>Exploring rhythm and pitch</li> </ul>          |  |

