St Oswald's Primary School EYFS Planning 2022-2023

Medium Term Planning Term: Autumn 2 Date: November 2022 – December 2023

Theme / Topic: Super Seasons
Big Question: What season is it?

Year Group: EYFS - Reception	Reception

Focus of Learning / linked to topics:	**Prior Learning / linked to topics:**
This topic allows children to develop an understanding of seasons and the way that the world around us changes across the year. Children will explore the seasons and use of sensory description when admiring the beauty of our diverse world. They will compare and contrast familiar local areas. Children will know the importance of recycling and how littering can affect animal/plant habitats, including exploring non-fiction books.	Children will be aware of aspects of nature around them Children will be familiar with changes that occur in nature over different seasons. Children may be aware of simple differences between habitats / environments. Children may have some knowledge about what recycling means.

Learning outcomes / statements / Statutory Requirements / Key Objectives (Knowledge, understanding and skills):
(covering progression strands)

Prime Areas:

Personal, Social and Emotional Development	**Key vocab / key questions:**
● To identify what makes a good friend and talk about this when things go wrong. ● Develop their sense of responsibility and membership of our school community. ● Increasingly follow rules, understanding why they are important, including school rules, fire safety (linked with Bonfire Night). ● See themselves as a valuable individual, understanding they have a role to play in caring for our planet by recycling packaging. ● Build constructive and respectful relationships by listening to one another and turn taking in continuous provision. ● Think about the feelings and perspectives of characters in stories ● Know about good friendships and antibullying. ● To put shorts and t-shirt on for P.E, with some adult support.	Friends, kind, sharing, rules, safe, danger, global family, loving, caring, responsibility, respect, community, turn taking, recycle. What makes me a part of this community? How does _____ make you feel? How would they feel if…? What am I responsible for? How can we work together to…? Who should look after our classroom, school, community? Where should we put our rubbish? Who can help if we fall out with our friends? What should we do? How can we all help to look after of wonderful world?
Communication and Language	**Key vocab / key questions:**
● Sing a large repertoire of songs/nursery rhymes/Christmas Carols, listening carefully to new vocabulary, identifying rhymes and repetitions.	Good listening, turn taking, good sitting, please, thank you, you're welcome, rhyme,

● Pay attention to more than one thing at a time, which can be difficult, during continuous provision with adult led activities. ● Learn new vocabulary by listening carefully and repeating modelled language - links with seasonal descriptive vocabulary ● To begin to understand who, where and when questions. ● To answer who, where and when questions in front of whole class. ● Use talk to help work out problems that our world faces and organise thinking and activities to do with recycling. ● Engage in story times, making links with the changes of the seasons and their own experiences. ● Develop social phrases, including practicing manners.	rhythm, wow words, description, why?, because, story time, personal experiences, problems. What does ……. mean? When would we use this new word? How could you describe…? Who knows how to sing . . . . Twinkle Twinkle Little Star? Can you think of a rhyming word? Tell me about what happened in the story. Who were the main characters? Where did they live? Who should look after our Earth? Tell me what you know about how the world changes during winter. How can we help? What words should we use to show others how to be polite?
Physical ● Practise physical skills like lifting, carrying, pushing, pulling, constructing, stacking and climbing. ● Develop the overall body strength, co-ordination, balance and agility through gymnastics skills. ● To develop rocking and rolling actions. ● To show body contrasts – small, tall, wide, thin, straight and curved. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ● Develop fine motor skills by playing with small world toys, and making models with junk materials, construction kits and malleable materials like playdough. ● To hold scissors correctly and cut along straight and zig zagged lines. ● To write taught letters using correct formation when following a model.	**Key vocab / key questions:** Gymnastics, balance, control, core strength, lift, carry, grip, push, pull, stack, climb, squeeze, roll, small, tall, wide, thin, straight and curved, rock and roll. What have you made from the Playdoh? How did you do it? Eg. rolling, pinching, squashing etc Where should your arms be when we do a pencil roll? What gymnastics move did you learn today? How should we hold the scissors to cut along this line? Who can tell me about different body shapes we can make? Can you hold this balance for 5 seconds? What muscles can you feel working? How should you hold a pencil?
Specific	
Literacy ● Know the set 1 sounds ● Begin to blend words that contain these sounds. Eg. Mat, sad, pig etc ● Explore and talk about a range of books read as a class, recognising key features such as title, author, front cover. ● Orally blend and segment familiar CVC words ● Identify rhyming words in new and familiar nursery rhymes, stories and poems. ● To begin to answer questions about the stories read to them. ● Recognise non-fiction books and how these give us information ● To use the correct letter formation of taught letters.	**Key vocab / key questions:** Rhyme, story, letter, grapheme, sound, phoneme, prediction (Patty the Predictor) summarise/retell (Rhonda the Reteller) book, page, beginning, middle, end, front cover, author, initial sound, segment, blend, title, character What is the initial sound in…? Can you segment this word? What is the first sound you can hear? What phoneme comes next? Can you predict what might happen next?

● Write their name on independent work produced in continuous provision ● To begin to write CVC words with increased independence	What clues are on the front cover? What is the title of the story? What does the author do? What might we ask this character? How might this character feel? Why? Where does every letter start when we write them? How do we hold our pencils? (Nip, flip, there's my grip)
Mathematics ● Recite numbers in order to 15. ● To recognise numerals beyond 5 ● To begin to subitise to 5 ● Find 1 more and 1 less from a group of up to 5 ● Find the total number of items in 2 groups by counting all of them ● Explore the composition of 4 and 5 ● To begin to use the vocabulary involved in adding and subtracting ● To recite numbers in order to 15 ● To recite numbers within 10 from different starting points ● T compare quantities to 5 and above ● To compare equal and unequal groups ● To use comparative language; more than, less than, fewer, equal to, same as ● Count up to 10 objects ● Investigate how shapes can be combined to create new shapes eg. 2 triangles can make a square	**Key vocab / key questions:** Numerals/numbers, compare, Numicon, counting, growing, showing, equal, one more, one less, shapes, circle, square, triangle, rectangle, properties, same as, subitise, 5 frame, 10 frame How many objects can you see? How can we check? How do you know that is three? What is one more than…? What is this number? If I add one more, how many will I have? How many are there altogether? Which 2 numbers make 5? What number does the 5 frame show if there is one empty box? Which group has more?
Understanding the World ● Compare and contrast characters from stories, including the story settings, thinking about seasons and climates. ● Talk about experiences that are familiar to them, referencing ways they have engaged/celebrated in the past eg. Christmas, Bonfire Night ● Discuss ways that parents/carers celebrated Christmas/Bonfire Night in the past. How is this different to today? ● To know that King Charles is the King now (link to the Queen who died earlier this year) and there have been other kings and queens in the past. (King James – Guy Fawkes) ● Understand how Christmas is an important time in the Christian community and that Church plays a significant role in this. ● Recognise that people have different beliefs and celebrate special times in different ways – particular acknowledgement and celebration of Diwali and Hanukkah. ● Explore the natural world around them, paying attention to the changes brought about by the seasons and how this affects local places familiar to them. How can we look after the Earth? ● Understand some of the effects of the changing seasons on their outside environments.	**Key vocab / key questions:** Mum, dad, grandparents, family, past, present, seasons, autumn, winter, Christmas, Diwali, Hanukkah, Bonfire Night, King Charles, Guy Fawkes, celebrations, changes, similarities, differences. What season are we in now? Can you describe this season? What happens in nature? How do we celebrate Christmas? How did your parents celebrate Christmas when they were younger? Who was Guy Fawkes? What is Bonfire Night? How can we tell that Guy Fawkes lived in the past? What similarities/differences can you see between King Charles and our Queen Elizabeth? What is the celebration of Diwali / Hanukkah? How do people celebrate? Can you think of any similarities/differences to how Christians celebrate Christmas? What beautiful things can you see in our world? Have these things changed as the seasons have changed? Can you describe what you can see/hear/feel when outside? How can we care for our Earth?

• Describe things they can hear, see and feel whilst outside in an autumnal/winter environment.	
Expressive Arts and Design • Explore colour mixing – creating autumn colours, recognising primary colours • Describe what they can see and talk about how they can represent the different colours and shapes. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing Christmas Carols or hymns in a group or on their own, increasingly matching the pitch and following the melody. • Create collaboratively, sharing ideas, resources and skills, including junk modelling, using recyclable materials to create something new from something old. • To explore different techniques for joining materials (Glue Stick, PVA)	**Key vocab / key questions:** colour, mix, change, new, draw, paint, detail, shapes, texture, pattern, listen, sing, together, harmony, pitch, high, low, singing voice, calm, excited, peaceful, feelings/emotions, share, talk, discuss, recycle. pitch, Tell me how you mixed this colour. How could you make this colour lighter? What colours do you need for this pattern? What shapes can we use to create…? What is your favourite Christmas carol? How does this music/song make you feel? How does this song make you feel? What does this music make you think of? What can we make from these materials? How will you join these materials together?

R.E

Why is welcome important? (Topic continued from last half term)

Welcome

Know and understand:

• What it is to welcome and be welcomed – *Explore*

• Baptism: a welcome to God's family – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

Why do we celebrate birthdays?

Birthday

Know and understand:

• what a birthday is; waiting for a birthday – *Explore*

• Advent: looking forward to Christmas, the birthday of Jesus – *Reveal*

Acquire the skills of assimilation, celebration and application of the above – *Respond*

Other faiths week: Judaism

RSHE

Life to the full:

Created and loved by God: Religious Understanding

Story Sessions: Handmade with Love

Created and loved by God: Me, my body, my heath

Session 1: I am Me

Session 2: Head, Shoulders, Knees and toes

Session 3: Ready, Teddy?

Anti-Bullying week *Road safety*
Safe Messages A3, A6, A8, B1, B2, B4, B6, B9, C1-6, C9, C10, G1, H1-4, I1, I2, I4
Topic Resources: **Books to be used:** (Literacy) What a Wonderful World by Bob Thiele, After the Storm by Nick Butterworth; George Saves the World by Lunchtime by Jo Readman; Room for a Little One by Martin Waddell. Sparks in the Sky – Twinkl Original; Tyrannosaurus Drip by Julia Donaldson; One World by Michael Foreman; Mr Rush by Roger Hargreaves; Pete the Cat and His 4 Groovy Buttons by Eric Litwin; Peace at Last by Jill Murphy; The Christmas Promise by Alison Mitchell; Little Robin Red Vest by Jan Fearnley. Other resources will be highlighted in the enhancements section for weekly continuous provision planning.