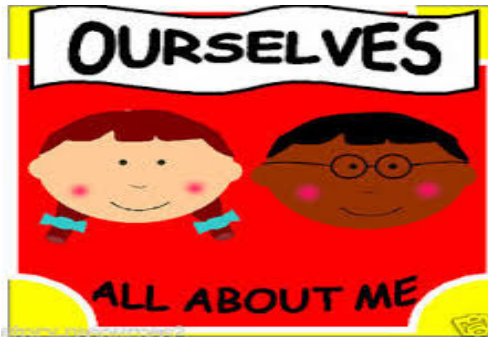
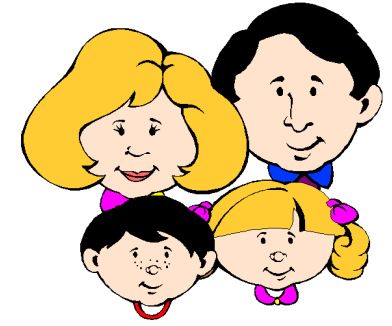




Evergreen Primary School  
EYFS Medium Term Plan

All About Me/Changes  
Autumn 1 2019





<p><b>EYFS Principles</b></p>	<p><b>Development matters</b></p>	
<p>Prime areas</p>		
<p><b>Unique child</b> Practitioners</p> <ul style="list-style-type: none"> <li>• understand and observe each child’s development and learning, assess progress, plan for next steps</li> <li>• support babies and children to develop a positive sense of their own identity and culture</li> <li>• identify any need for additional support</li> <li>• keep children safe</li> <li>• value and respect all children and families equally</li> </ul>	<p><b>Personal, social and emotional development</b></p>	<p>Interested in others play and starting to join in Shows affection and concern for people who are special to them Separates from main carer with support and encouragement from a familiar adult Seeks comfort from familiar adults when needed Can express their own feelings such as sad, happy, cross, scared, worried linking their feelings to the books: <b>How did the owls feel when their mother left them? How did the family feel when they saw the bear?</b> Aware that some actions can hurt or harm others Shows understanding and cooperates with some boundaries and routines Growing ability to distract self when upset, e.g. by engaging in a new play. SEAL/SEAD: New Beginnings</p>
<p><b>Positive relationships</b> Positive relationships are:</p> <ul style="list-style-type: none"> <li>• warm and loving, and foster a sense of belonging</li> <li>• sensitive and responsive to the child’s needs, feelings and interests</li> <li>• supportive of the child’s own efforts and independence</li> <li>• consistent in setting clear boundaries</li> <li>• stimulating</li> <li>• built on key person relationships in early years</li> </ul> <p>Settings</p>	<p><b>Democracy</b> – Children’s views are important and are taken into account with the setting. They can say when they do or don’t need help. <b>Rules of Law</b> – Play co-operatively by taking turns with others. Understand why rules must be followed and adjust behavior appropriately to different situations. Children know that some behavior is unacceptable. <b>Children know that they need to speak to a police officer if they are lost or speak to their parents if they are afraid- linking to safety week (staying out in the dark.</b> <b>Individual Liberty</b> – engage in activities to promote confidence and a positive wellbeing. <b>Respect and Tolerance</b> – Respond positively to what others say and do.</p>	
<p><b>Enabling Environments</b></p> <ul style="list-style-type: none"> <li>• value all people</li> <li>• value learning</li> </ul> <p>They offer</p> <ul style="list-style-type: none"> <li>• stimulating resources, relevant to all the children’s cultures and communities</li> <li>• rich learning opportunities through play</li> </ul>	<p><b>Physical development</b></p>	<p>Runs safely on whole foot Walks upstairs or downstairs holding onto rail two feet to a step Shows control in holding and using jugs to pour, mark making tools and hammers Helps with clothing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt Turns pages in a book, sometimes several at once Clearly communicates their need for toilet To hold pencils between thumb and two fingers, no longer using whole-hand grasp. To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping- <b>moving around like owls, Travelling in different ways like their going on a bear hunt, Move like different animals</b></p>
<p><b>Democracy</b> –Children to have the opportunity to make decisions in selecting their activity and resources either indoors or outdoors. <b>Rules of Law</b> –Follow rules to use tools safely and negotiate apparatus. <b>Individual Liberty</b> –Allow children to take risks within a controlled environment. <b>Respect and Tolerance</b> –Value other children’s talents and space.</p>		

**Communication and language**

Listens with interest to the noises adults make when they read stories  
 Recognizes and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door  
 Shows interest in play with sounds, songs and rhymes  
 Developing understanding of simple concepts (e.g. big/small); (Who is the big/small owl?)  
 Learns new words very rapidly and is able to use them in communicating (mommy, owl, bear, scared, afraid, alone, dark, through, over, under)  
 Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it';  
 Listening carefully to the stories being read and answering questions about them (Owl babies, We're going on a bear hunt, Brown Bear, Brown Bear)

**Democracy** – Everyone has an equal right to speak and be listened to. Children have the right to ask questions and expect an answer.

**Rules of Law** – Listen carefully to others and take turns. Understand the need for classroom rules, routines and follow instructions.

**Individual Liberty** – Children have the freedom of choice to speak about topics of their interest.

**Respect and Tolerance** – Accept and value other people's experiences.

### Specific Areas

**Literacy**

Has some favorite stories, rhymes and songs  
 Distinguishes between the different marks they make (drawing scenes from the stories)  
 Fills in the missing word or phrase in a known rhyme, story or game (fill in missing gaps from stories)  
 Enjoys rhyming and rhythmic activities  
 To suggest how the story might end- (using imagination to make up their own ending)  
 To describe main story settings, events and principal characters.(story maps)  
 To recognize names and be able to write their own name  
 Phase 2/3 Letters and Sounds

**Democracy** – Children make choices through a show of hands for such things as a book at story time or resources in the writing area.

**Rules of Law** – Careful handling of books and good practice when in the reading area. Using resources appropriately in the writing area.

**Individual Liberty** – Children have a choice of literature to read and influence the theme through their interests.

**Respect and Tolerance** – Traditional and multicultural stories to show acceptance of others.

**Mathematics**

Selects a small number of objects from a group when asked, for example 'please give me one, please give me two'  
 Recites some number names in sequence  
 Uses some language of quantities, such as 'more' and 'a lot'  
 Beginning to categorize objects according to their properties such as shape or size (ordering owls/bears/people in order of size)  
 Anticipate specific time-based events such as mealtimes or home time.  
 To begin to match numerals and quantity correctly (matching the correct number to pictures)

**Democracy** – Applying different math's strategies and reasoning

**Rules of Law** – Share resources and taking turns in activities and games.

**Individual Liberty** – Freedom to choose their own resources such as teddies or counters when counting.

**Respect and Tolerance** – Understand there are different ways of approaching and solving a problem.

<b>Understanding the world</b>	<p>Enjoys playing with small world models such as a forest/wood, in a house,</p> <p>In pretend play can imitate everyday actions (and events from own family and cultural background, e.g acting out the story)</p> <p>Has a sense of own immediate family and relations (talks about who is in their family)</p> <p>Talk about the changes happening</p> <p>Remembers and talks about significant events in their own</p> <p>Knows some things that make them unique, and can talk about some of the similarities and differences in relation to friends or family- talk about similarities and differences between our life's and owl/bear life's</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment (interactive games on whiteboard)</p> <p>Smelling different smells</p>
<p><b>Democracy</b> – Children are given opportunity to develop enquiring minds in an environment where questions are valued.</p> <p><b>Rules of Law</b> – Promoting values and rules with the individual child's family and home.</p> <p><b>Individual Liberty</b> – Children are active knowing they are in a safe and supported setting.</p> <p><b>Respect and Tolerance</b> – Children are aware of the diversity within their local community.</p>	
<b>Expressive Art and Design</b>	<p>Joins in singing favorite songs- owl songs, nursery rhymes, bear songs</p> <p>Beginning to make believe by pretending</p> <p>Creates sounds by banging, shaking, tapping, blowing</p> <p>Explores and learns how sounds can be changed</p> <p>Shows an interest in the way musical instruments sound</p> <p>Enjoys joining in with dancing and ring games</p> <p>Experiments with blocks, colors and marks</p> <p>Beginning to use representation to communicate, e.g. drawing a line saying 'that's me';</p>
<p><b>Democracy</b> – Children have choices to make in terms of media, instruments and role play they use. Recognize people have different opinions and views.</p> <p><b>Rules of Law</b> – Use tools and equipment safely by following clear guidelines and rules.</p> <p><b>Individual Liberty</b> – Children have freedom of choice to express their personal creativity.</p> <p><b>Respect and Tolerance</b> – Resources and experiences to promote understanding and tolerance of the multicultural society in which we live.</p>	
<b>Islamic Links</b>	<p><b>Duas-</b> before eating, after eating, before entering the masjid, after leaving the masjid</p> <p><b>Quran memorisation:</b> Istiaadha, Bismallah, Surat Al Fatiha, Surat Ikhlāas, Surat Falaq, Surat Nas</p> <p><b>Arabic:</b> - To be able to recognise the Arabic alphabets in order</p> <p>- To be able to say atleast one starting with each letter</p> <p><b>Fiqh:</b> Faraidh of wudu, Number of rakaaha, Etiquettes of toilet, Etiquettes of quran, Etiquettes of drinking</p> <p><b>Aqaa'id-</b> Kalima dayiba, Kalima Shahadah</p> <p><b>Hadith-</b> Sincerity, Salam, Truthfulness</p> <p><b>Nasheeds:</b> I love Allah, My mum is Amazing, Bismallah</p>



# Activities

## Communication and Language

Talking about our families  
Who is in your family?  
Discuss our feelings?  
Talk about our experiences during holidays.  
Re-cap on skilled speaking and active listening rules.  
Concentrate on using full sentences when speaking.  
Acting out the story.

## Literacy

Looking at a range of books  
Journey maps (how we travel to school)  
Drawing our own owls  
Practice writing our name  
Draw characters/ pictures from the story and write initial sounds.  
Practice mark making.  
Story map  
Letter to mummy owl

## Understanding the world

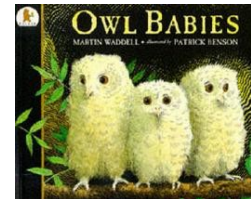
Introduce weather chart and days of the week / visual timetable.  
Exploring differences between day and night  
Forest animals Nocturnal animals  
Talk about animal habitats  
Exploring feathers  
Explore woodland animals  
Autumn walk in park

## Physical Development

Move like owls  
Spaghetti worms  
Making bird seed cakes  
Look after ourselves, wash our hands, drink water, etc...  
Practice cutting skills  
Introduce rules for PE.

## Week 2 &3

Focus: Settling in  
Book of the week:  
Owl Babies



## PSED

Meeting new friends- greeting friends through Asalamualiakum song  
Introduction to class routines  
How was baby owl feeling?  
Introducing rules – settling in and transitions  
Getting to know each other / our new classrooms/areas and teachers  
Talk about feelings – new class.  
Safety week- children will learn about not going out in the dark alone.

## Mathematics

Number rhymes/action songs  
Counting owls  
Sorting size owls  
Selection of number songs / count on the number line / check how many children are in – to reintroduce basic counting and number skills.  
Use different objects/materials to represent the numbers.  
Sorting objects by size

## Expressive Arts and Design

Self Portraits  
Paper bag owls  
Owl collage  
Making owl babies  
Making story boxes  
Make bird food

## Trips / first-hand experience

Exploring environment inside and out.  
First time in nursery, moving from nursery to reception  
Trip to school library

# Activities

## Communication and Language

Talk about the different settings seen in the story.

Bear pictures around the outside area and encourage children to describe where they are hiding.

Join in with repetitive refrain.  
Fill in the missing words

## Physical Development

Explore different ways of moving through the different settings in the story (moving under, over, through)

An outdoor obstacle course relating to the story. (Going on a bear hunt in the playground)  
Monitor the children using sport equipment safely.

Practice holding the pencil correctly

## PSED

Meeting new friends- greeting friends through Asalamualiakum song  
Talk about toys and teddy bears that are special to us.

Discuss the character of the bear. What was his behavior like? Why?

Talking about families

Sharing fun activities with their families  
Talking about feelings related to the bear

## Literacy

Retelling the story using props

Drawing pictures of the beginning/middle/end of the story

Alternative Settings for a Bear Hunt  
Sequence the story  
Make up a different ending

## Week 4&5:

### Focus: Families

### Book of the week:

We're going on a Bear Hunt



## Mathematics

Explore positional language like 'next to', 'on', 'behind', 'through', 'over', 'between'

Ordering numbers 1-10

Missing number game

Matching quantities to correct numeral (1-5)

Number formation (1-10)

Operate Bee Bots

## Understanding the world

Find out where bears are from, habitats and characteristics.

Talk about different seasons.  
Talk about different landscape from the story

## Expressive Arts and Design

Create simple noise makers or shakers to create the sounds of each setting from the story

Make some bear headbands using strips of brown paper and circles of paper for the bear ears.

Make/paint different bears

## Trips / first-hand experience

Exploring environment inside and out.  
Have sensory materials available for exploration  
(mud, ice, grass, cotton wool, water, sticks).

# Activities

## Communication and Language

Guess the smell – (smell pots-lemon, mint, orange)  
Using range of percussion instruments to match different goats  
– quiet / loud noises etc.  
Describing characters / animals  
Add different animals to extend the story (Lion, lion, what do you see?)

## Physical Development

Moving like the different animals in the story  
Making Healthy Sandwiches  
Fine Motor Activities  
Sensory activities (touch, smell, hearing, sight, taste) feely bags  
Moving around safely, use traffic lights, listening to instructions.

## PSED

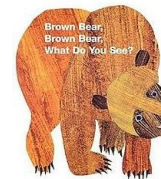
Introducing / developing rules and routines  
Meeting new friends- greeting friends through Asalamualiakum song.  
Playing collaboratively in role play area.  
Listening to what others have to say during our discussions.

## Literacy

Read the story Brown bear  
Acting out the story  
Draw and talk about their favorite character in the story  
Make your own 'what do you see book'

**Week 6&7:**  
**Focus: My Five Senses**  
**Book of the week:**  
**Brown Bear, Brown Bear**

Bill Martin Jr / Eric Carle



## Mathematics

Sorting objects – (colours, size)  
Explore ordinal numbers  
Explore numbers through music  
Matching quantities to correct numeral (1-10)  
Recognise what number is one more and one less than a given number (1-10)  
Sorting by colours/size.

## Understanding the world

Exploring five senses (sight, hear, touch, taste, smell)  
Exploring different materials  
Animal Habitats – farm, jungle, safari,

## Expressive Arts and Design

Painting Bears/Mixing colours  
Building Bear homes  
Making puppets from the story  
Making animal masks.

## Trips / first-hand experience

Trip to the local library