

EYFS Medium Term Overview

All About Me

Prime Areas

Communication and Language

- Engage in daily Talk4Writing sessions.
- Listen to traditional tales and stories linked to me, families and communities and begin to retell in my own words.
- Engage with story props, puppets and objects to retell stories in my own words.
- Begin to listen to new stories and begin to use some recently introduced vocabulary.
- Use some new vocabulary linked to 'The Family Book' and 'The Colour Monster'.
- Participate in activities and games, listening carefully to different speech sounds e.g. a sound chain copying the voice sound around the circle.
- Sing rhymes and songs linked to 'All About Me', e.g. 'Head, Shoulders, Knees and Toes, and 'I've Got a Body'.
- Explore different instruments within the environment.
- Communicate with families to find out more about each other.
- Interact with different circle time opportunities to enable children to speak in front of others e.g. Show and Tell.
- Explore collaborative tasks within the environment e.g. construction, food and story making.

Personal, Social and Emotional Development

- Establish relationships with each other and begin to recognise the rules and routines of school.
- Engage in circle time activities which allow children to get to know each other.
- Discuss ideas surrounding families, social groups and communities.
- Talk about different feelings and ways to help manage our emotions linked to 'The Colour Monster'.
- Children get to know their environment allowing of opportunities to play alone, alongside or with others as they choose.
- Cooperate with our new friends through parachute games and ring games.
- Explore books, puppets and small world play that encourage ideas about friends, friendships and feelings.
- Share new learning and experiences via ClassDojo to build relationships with parents.
- Engage in home learning which encourages children to share family photos to display in our home corner.
- Engage in a 'home corner' and 'local supermarket' role play, which allow children to reflect on their family lives and communities.
- Draw self-portraits of ourselves looking in the mirror to recognise our facial features.

Physical Development

- During PE lessons and games, get to know our bodies and how they move e.g. run, jump, climb.
- Describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.
- Engage in energetic play outdoors daily.
- Play with large portable equipment and learn to use it safely.
- Play movement games with beanbags, cones, balls and hoops.
- Practise moving in different ways and speeds e.g. balancing, target throwing, rolling, kicking and catching.
- Engage in manipulative play including baking, cooking, clay and instruments.
- Provide equipment which allow children to learn to take turns when playing.
- Practise holding a pencil, determining our dominant hand.
- Practise mark making using a pencil, using anti clockwise movement and tracing vertical lines.
- Play with a range of construction of different sizes and different materials.
- Introduce water proof clothing and wellington boots.
- Get to know our routines including hand washing, getting ready for lunch and appropriate toileting times.

Key Vocabulary:

The Family Book- families, big, small, colours, live, near, far, alike, someone, sad, love step - families, adopt, parent, celebrate, together, special, quiet, noisy, clean, messy, strong, different.

The Colour Monster- today, confused, mixed, emotions, jumbled, separate, feel, happiness, twinkles, sadness, lonely, washes, anger, unfair, disappear, fear, hides, afraid, courage, shadows, calm, swaying, deeply, peace, different.

EYFS Medium Term Overview

All About Me

Specific Areas			
<p><u>Literacy</u></p> <ul style="list-style-type: none"> Engage in daily Phonics sessions, looking at 's' 'a' 't' 'p' 'i' 'n' 'm' 'd' 'g' 'o' 'c' 'k' 'e' 'u' 'r' 'h' 'b' 'f' Provide opportunities to listen to and engage with a range of books and familiar stories with an adult. Explore the traditional tale of 'The Three Little Pigs' and suggest how the story might end. During daily Phonics, read and write recently taught phonemes. During weekly Writing Challenge, children have the opportunity to apply newly learnt content independently. Writing opportunities linked to 'All About Me' e.g. identifying taught phonemes within words. Begin to make letter-type shapes to represent the letters they have been taught. Daily opportunities to write their own name. Engage in daily Talk4Writing sessions, retelling stories using actions and key vocabulary. 	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> Explore numbers to 5: counting up to 5 with 1-1 correspondence Comparing groups within 5: comparing quantities of identical objects and non-identical objects. Exploring 3D and 2D shapes Sing counting songs and count forwards together Plan opportunities to order mixed up numerals to 5. Within daily routines, have opportunities to count up to 5 e.g. during snack time Provide opportunities for children to match a number of objects to a numeral. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Enjoy joining in and sharing family customs and routines through an 'All About Me' information booklet to be completed at home Provide circle time opportunities to discuss past and present events in their own life. Engage in key events within the Autumn 1 term e.g. Recycle Week, Harvest Festival, Halloween, Black History Week, Bonfire Night Explore recipes from around the world and begin to create a class recipe book, inviting parents to participate with recipes from home. Provide opportunities to explore our outdoor environment, commenting and asking questions about what the children see. Begin to adjust behaviour to new routines and expectations and start to understand the effect of their behaviours on their school environment. Take photographs of their immediate environment and scribe children's comments. Provide circle time opportunities to discuss our school and home environments. Drawing simple maps to show our journeys from home to school. Observational drawings of their immediate environments. Provide opportunities for children to engage with classroom technology and iPads. 	<p><u>Expressive arts and Design</u></p> <ul style="list-style-type: none"> Sing rhymes and songs linked to 'All About Me', e.g. 'Head, Shoulders, Knees and Toes, and 'I've Got a Body' Provide a range of simple tools e.g. pencils, paintbrushes, felt tips for children to explore independently. Provide opportunities for home and school links by creating a homework challenge to make a 3D model of their house! Create peg people of our families to put with our 3D community Draw a self-portrait focussing on the different features of our faces. Create a 'Family Room' roleplay and ask children to bring in a picture of their families to display to encourage children to discuss their families. Begin to explore our bodies, naming key body parts and features. Create and design our bodies.
<p><u>Key Vocabulary:</u> See above for story specific language Hold, write, read, shape, line, follow, name, phonemes, graphemes, pencil grip, pinchy fingers, story, what will happen next?, characters</p>	<p><u>Key Vocabulary:</u> Number, count, how many?, groups of, quantities, touch, altogether, line up, show, compare, five-frame, cubes, counters, draw, numerals</p>	<p><u>Key Vocabulary:</u> School, classroom, indoors, outdoors, shared area, creative area, nursery, playground, lunch hall, sand pit, mud kitchen, investigation area, garden, maps, drawings, environment, home, journey, computer, iPad</p>	<p><u>Key Vocabulary:</u> Paintbrush, colour, 3D, materials, tools, model, make, project, performance, sing, dance, make, home, family, self-portrait, me, body</p>