



EYFS MEDIUM TERM PLANNING AUTUMN 1

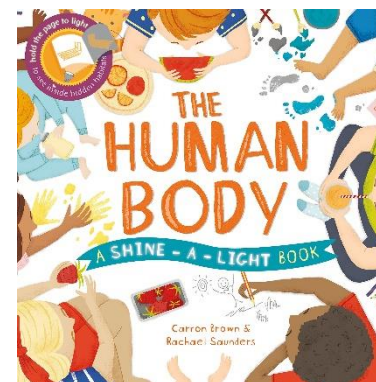
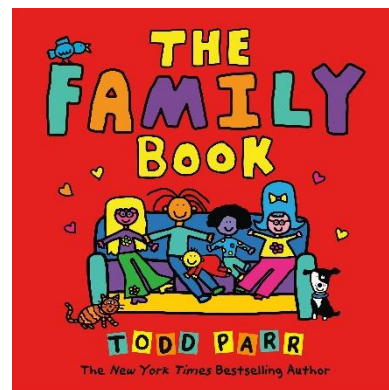
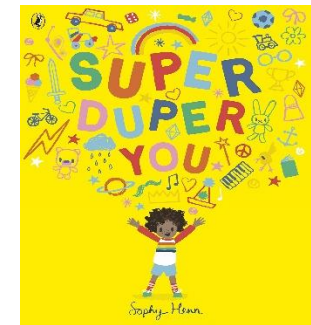
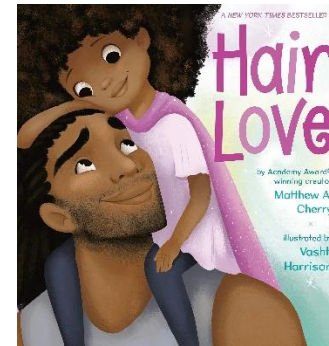
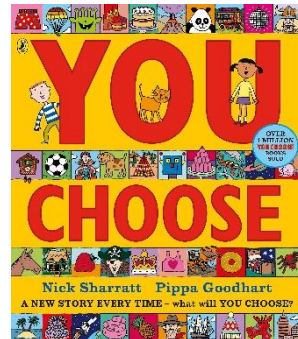
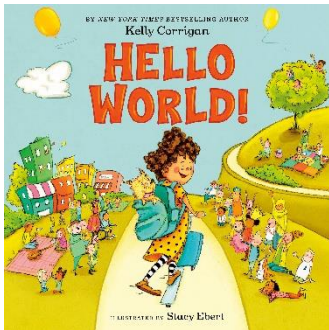
THEME: ALL ABOUT ME

First hand experience:

Exploring the local area to see local cultures, visits to local café, supermarket, parks

Key vocabulary:

Family, Mum, Dad, brother, sister, boy, girl



COMMUNICATION AND LANGUAGE	
<p>learning intention: Communication and language:</p> <ul style="list-style-type: none"> • Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions. • To communicate choice through language/symbols/gesture to a familiar adult <p>Attention and understanding:</p> <ul style="list-style-type: none"> • To respond to their own name • Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts. 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> • Treasure baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore and begin to show preferences for • Burst-pause strategy in motivating activities • Music box/corner: accessible music for children to explore and respond to • Touch Cues: encourage anticipation for transitions and what is happening next • Object Cues/Objects of Reference: Using real objects or objects of reference to transition or make choices • Intensive Interaction: showing awareness, responding, being involved and engaged to the person interacting with them • Switches: simple messages pre-recorded • Eye-gaze: promote choice making and making simple requests • Sabotage activities to encourage children to initiate and request: put items out of reach, pause a game at an exciting point, withhold items (e.g. jigsaw pieces) • PECS: using a range of individualised motivating activities to encourage children to initiate, request and develop communication in structured situations • Key symbols: modelling using transition symbols and key symbols for choice-making • Makaton: modelling key signs to children • Attention Autism: using exciting and motivating items to engage children to develop attention and engagement skills • Drama Games: songs and games to develop anticipation and turn-taking • Sensory room: responding to stimuli, developing preferences, requesting for favourite activities (e.g. bubble tube, touch floor, water bed), cause and effect activities
<p>Reading learning intention:</p> <ul style="list-style-type: none"> • Pupils will be able to hold and manipulate a range of reading materials in order to extend their reading behaviours. • Pupils will start to engage with simple stories and the sounds 	<ul style="list-style-type: none"> • Book Corner: every class to have a book corner with approx. 10-15 books in which are rotated half-termly dependent on topic and children's interests • Stories based around half-termly topic • School library: children begin to hold books and engage with simple stories • Photographs and InPrint labels around the classroom and on displays to encourage interest in pictures • Book-themed treasure basket (Goldilocks sensory tray with book, treasure basket filled with different reading materials)

<p>that adults make to promote active learning.</p>	<ul style="list-style-type: none"> • Laminated 'Photobooks' in each class's book corner, with photos of each child in class. Encouraging correct handling and focussing on images.
<p>Writing learning intention:</p> <ul style="list-style-type: none"> • To engage in sensory experience of making marks using a variety of materials 	<ul style="list-style-type: none"> • Messy play: wet and dry resources for children to experience sensory mark making • Mark-making area: paints, chalk, stamps, etc. • Outdoor play areas: messy play tray with a variety of sizes of mark-making tools, water/messy play • Forest schools: mark-making in mud, water, sand, on trees, water painting • Interactive whiteboard/iPad: Lightbox, Busy Things, Doodle • Write Dance: exploration of fine and gross motor skills through mark-making activities accompanied by music

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
<p>Learning intention:</p> <p>Self-care and independence:</p> <ul style="list-style-type: none"> • Pupils will show engagement in personal care and feeding tasks, by being more active in the process (pulling off hat, grasping their spoon or holding a cup). 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> • Consistent use of symbols or objects of reference before self-care tasks, in order for pupils to anticipate the process. • Backward chaining; adults to scaffold support to allow pupils to complete the final step of the task independently (pulling trousers up/down, pushing arms fully through sleeves). • PD sessions: opportunities to participate in dressing (removal of shoes and socks) • Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining. • Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting. • Sensory food group: opportunities for children with limited diets to explore different foods in a low pressure, play-based environment.
<p>Relationships and others:</p> <ul style="list-style-type: none"> • Pupils will show responses to familiar adults or peers in their vicinity, or in shared games such as through physical play 	<ul style="list-style-type: none"> • Parallel play opportunities throughout the day (role-play, cooperative games, team games). • A range of open-ended play opportunities available throughout the day to encourage self-led play and autonomy

	<ul style="list-style-type: none"> • Outdoor play areas: opportunities for children to initiate and lead team games with other peers (chase, hide and seek), opportunities to compromise over motivating equipment (negotiating and taking turns with the bikes). • Role-play: opportunities for children to initiate play with others (shop, home corner). • Sabotaged environments in which children are encouraged to ask for help.
<p>Feelings, Behaviours & Morals:</p> <ul style="list-style-type: none"> • Pupils can be comforted by familiar adults, and are beginning to self-soothe with support (using a chew buddy, responding positively to a sensory circuit). • Pupils will become more confident in exploring new places, people and activities, with the support of a familiar person. 	<ul style="list-style-type: none"> • Symbols for children to anticipate transitions around the school • Sensory circuits/movement breaks throughout the day with children being more active in requesting a break when needed. • Behaviour plans and strategies as needed (Now/Next board, visual timetable, sand timers) • Social stories to support children in managing behaviours, and individualised to suit their needs (visiting the dentist, finishing an activity, sharing, how to deal with anger). • Turn-taking games and play-based set ups to encourage sharing resources and finishing their turn appropriately, symbol supported

MATHEMATICS	
<p>Learning intention:</p> <p>Number:</p> <ul style="list-style-type: none"> • Pupils will show an interest in number rhymes and songs, in order to develop their awareness of numbers in context. • Pupils will be able to follow a simple sequence to support their understanding of everyday tasks and activities 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> • Treasure baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore – hiding objects under blankets, scarves, in boxes to show awareness of object permanence. • Intensive Interaction: holding and manipulating objects, exploring immediate environment, purposeful actions with a range of stimulus. songs, in order to develop their awareness of numbers in context. • Messy Play – children using hands and feet, other body parts. Use paints, gels, shaving foam, weetabix, coloured sand etc. • Sensory room: Cause/Effect activities, burst/pause, introduce stimuli <ul style="list-style-type: none"> • number songs, active exploration of immediate environment, object permanence – hiding objects under blankets, in sand tray etc. • exploration of objects in sand/soil/messy play, props for number songs • Outdoor play areas: construction blocks to stack, exploration of objects in sand/soil/messy play with variety of tools and objects, cups, bowls, spoons etc. • Large scale construction activities: crates, cardboard boxes, large blocks, tyres, large wooden discs, carpet rolls, plastic plant pots, cable reels • Finding hidden items and grouping by size, count actions or objects. Rote counting to 10. • • Early counting strategies – physically putting items in containers, using fingers to consolidate, use of number lines to support counting
<p>Shape Space and measure:</p> <ul style="list-style-type: none"> • Pupils will be able to hold and manipulate a range of objects, in order to actively engage in a range of play. • Pupils will start to engage in simple construction activities in order to develop their spatial awareness. 	<ul style="list-style-type: none"> • Treasure baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore • Intensive Interaction: holding and manipulating objects, exploring immediate environment, purposeful actions with a range of stimulus. Instrument • Outdoor play areas: construction blocks to stack, exploration of objects in sand/soil/messy play with variety of tools and objects, cups, bowls, spoons etc. • Range of containers, multiple natural materials to manipulate, focus on tidying up resources at the end of the session, making patterns using range of natural objects, sorting and arranging big/small objects.

UNDERSTANDING OF THE WORLD	
<p>learning intention: Scientific enquiry:</p> <ul style="list-style-type: none"> • Pupils will explore simple scientific equipment in order to use them for a specific planned effect • Pupils will have a growing awareness of their actions on objects and materials. They will experiment with changing/ repeating these actions to increase their problem-solving skills 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> • Staff modelling scientific language using communication systems with pupil and others • Vocabulary boards with specific science vocab to be out at scientific enquiry play set ups • A range of scientific tools to explore during free-play, including scientific role play such as magnifying glasses, test tubes, pipettes, magnets etc. • Music box/area available for children to practice playing instruments loud/quiet, fast/slow • Parallel Play: children develop play skills by sharing resources and learning through mirroring actions • Outdoor learning environment: Large scale scientific enquiry activities - crates, cardboard boxes, large blocks, tyres, carpet rolls, cable reels to encourage children to explore forces, deconstruction, and commenting and describing their actions/ observations • Cooking sessions to practice using specific tools to cut, heat, cool, mix, separate/combine • Children to have daily access to water/ sand/mud play with a range of tools available • PE lessons using a range of equipment to explore forces, speed and trajectory
<p>The world:</p> <ul style="list-style-type: none"> • Pupils will have a growing awareness of their environment. They will use their memory/signs/symbols to transition and find areas within their environment so that they can move around more independently. 	<ul style="list-style-type: none"> • Visuals with specific vocabulary to be out at related play set ups • Open ended play set ups that provoke simple exploration of everyday objects • A range of objects to explore during free-play, including home corner role play such as cooking and household equipment where adults model their use and function. • Parallel Play: children develop play skills by sharing resources and learning through mirroring actions • Forest school exploration of their environment, with lots of plants and flowers to explore • Rooms labelled within the school environment and lots of repetition to practice transitioning to them using key symbols and other visual supports. • Spaces within the classroom to be labelled so students can start to remember where favourite toys/ activities are kept and are encouraged to access these independently throughout the day. • Tidy up time is used as a teaching activity where children return items to where they are from using labels and visuals to support this.
<p>People and communities:</p> <ul style="list-style-type: none"> • Pupils will have a good understanding of significant 	<ul style="list-style-type: none"> • Displays in the classroom to have photos of the children at eye level to provoke commenting on themselves. • Children to use cameras to take photos of themselves and others

<p>relationships, becoming more interested in stories regarding themselves and their families.</p> <ul style="list-style-type: none"> • Pupils will have a growing awareness of their sense of self; being able to comment on pictures of themselves and being able to identify simple attributes that make them unique. • Pupils will mirror everyday functional actions and tasks that reflect their own cultural and family background in pretend play e.g. making a cup of tea. 	<ul style="list-style-type: none"> • Sensory stories to be adapted and related to children’s own religion/ cultures. • Have personalised books available for the children to see themselves, friends and family. • Staff modelling related scientific language using communication systems with pupil and others • Vocabulary boards with specific science vocabulary to be out at related play set ups • Open ended play set ups that provoke simple exploration of everyday objects • Role play set ups to reflect different family cultures and traditions e..g Diwali, EID • Real life objects in role play area to promote practice of using and understanding their function • Parallel Play: children develop play skills by sharing resources and learning through mirroring actions • Opportunities to try food from different cultures. • Adult commenting rather than questioning to develop language.
<p>ICT:</p> <ul style="list-style-type: none"> • Pupils will have a good understanding of cause and effect and will be able to access a range of devices using buttons, dials and switches to select and alter different functions. • Pupils will be able to use ICT equipment to carry out simple purposeful tasks such as playing music, watching a video and printing out an image or text. 	<ul style="list-style-type: none"> • Access to a computer, ipad and interactive whiteboard as part of the continuous provision in class. • Adapted switches for pupils with barriers to access. • A range of appropriate apps and computer programs available to motivate and inspire pupil exploration and perseverance. • More complex cause and effect toys available as part of play set ups – buttons, dials, twist and pull toys. • Daily access to a range of fine motor activities to increase skill and control. • Real ICT equipment available for exploration – CD players, cameras, phones • Role play area using real world objects such as old laptops and telephones. • Sensory room to be used with switches to allow pupils to control the equipment independently. • Supervised cooking activities using electrical equipment such as a toaster, blender or electric whisk • Use of typing and mark-making programs to support the CLL curriculum. • Pupils to print out work created on the computer for display in the classroom

CREATIVE DEVELOPMENT	
<p>Learning intention: Creative Performance:</p> <ul style="list-style-type: none"> • Pupils will be able to perform familiar songs and movements as part of a group, gaining improved memory and social skills • Pupils will be able to interact with instruments using a variety of actions, in order to explore the range of sounds instruments can make. 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> • Drama games • Action songs • Follow the leader games • Burst pause, with pupils finishing off familiar rhymes and songs • Turn-taking games • Call and response songs/drumming • Music exploration area • Fine motor activities to improve physical manipulation skills • Body sounds copying games – clapping, stamping, tapping etc • Movement and music sessions with specialist teaching staff • Adult modelling • Hand under hand for practicing new fine motor skills • Partner mirroring work
<p>Design Technology:</p> <ul style="list-style-type: none"> • To show an awareness of the familiar object • Pupils will be able to use tools for a purpose with some modelling so that they can increase their independence in creating and making choices 	<ul style="list-style-type: none"> • Role play area with everyday tools • Independent access to a range of tools in the classroom (cutting, sticking, messy play, cutlery etc) – clearly labelled and well organised • Fine motor activities to improve physical manipulation skills • Staff modelling of tool use with the lowest level of prompt necessary • Modelling of key language by all staff as well as modelling of AAC use relevant to the child • Gardening activities
<p>Media and materials:</p> <ul style="list-style-type: none"> • Pupils will start to notice changes of colour and explore creating new colours in various ways so that they are able to 	<ul style="list-style-type: none"> • Construction area – block play and connecting • Independent access to a range of mark making tools in the classroom. – clearly labelled and well organised • Large scale building opportunities in indoor and outdoor environments • Junk modelling • Write dance • Interactive whiteboard drawing games

<p>make choices when creating their own work.</p> <ul style="list-style-type: none">• Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences.	<ul style="list-style-type: none">• Ipad drawing games• Touch wall/floor in sensory room• Colour changing equipment and switches in sensory room• Light box colour mixing with translucent objects and materials• Outdoor mark-making area (blackboard, whiteboard, water painting)• Messy play activities using a range of wet and dry textures and opportunities for choosing and mixing• Parallel Play• Open-ended, process led art opportunities
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PHYSICAL DEVELOPMENT	
<p>Learning intention:</p> <p>Gross motor:</p> <ul style="list-style-type: none"> • Pupils will be able to actively explore their immediate environment in order to make choices. • Pupils will be aware of their bodies and some of the different movements they can make. • Pupils will be able to move across different levels to explore their environment. 	<p>We will support the implementation in ways such as:</p> <ul style="list-style-type: none"> • Access to table top and floor based motivating play activities and structured sessions- seated and standing. • Sensory circuits; use motivating and exciting objects to work on head control, sitting, crawling, walking and transitioning. • Develop independent and purposeful movement using floor projector. • Open classroom set ups, free of obstacles for children to explore independently. • Body awareness songs • Structured sessions such as TACPAC • Walking short distances in the community
<p>Fine motor:</p> <ul style="list-style-type: none"> • Pupils will be able to use fine motor skills as part of construction activities. • Pupils will be able to perform more complex fine motor actions to complete functional tasks such as stabbing with a fork or dressing and undressing. 	<ul style="list-style-type: none"> • Access to motivating cause and effect toys and equipment. • Access to motivating and exciting objects of different sizes and textures. • Class music corner with a range of instruments. • Messy play; wet and dry for scooping, pouring and exploring • Sensory room; using switch operated equipment. • Treasure baskets; range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore • Exploring playdough and similar materials to develop grasps and strength. • Differentiated prompting for carrying out functional tasks; hand under hand, initial physical prompt, modelling. • Container play; variety of containers available throughout the week to encourage exploration and problem solving. • A range of fine motor play activities in class with a range of tools easily accessible for pupils to use. Eg: scoops, spoons, tweezers, scissors, pipettes

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