

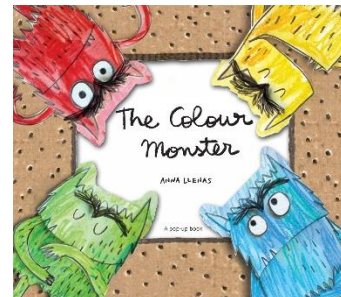
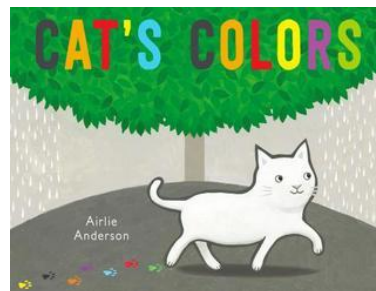
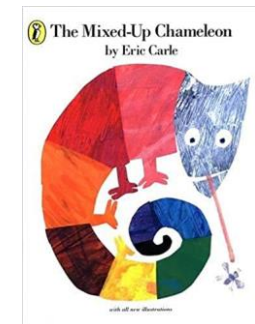
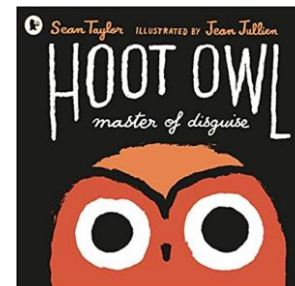
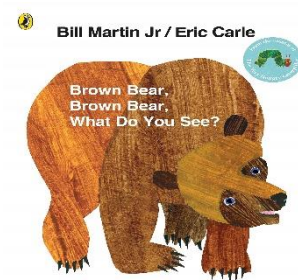
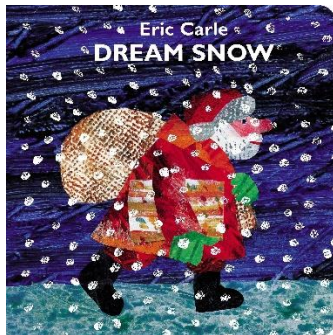


## EYFS MEDIUM TERM PLANNING – AUTUMN 2

### THEME: COLOURS EVERYWHERE

**First hand experience:** Diwali, Christmas visit to Santa, Garden centre

**Key vocabulary:** Light, dark, colours, bonfire night, Christmas, Diwali



COMMUNICATION AND LANGUAGE	
<p><b>Communication and language learning intention:</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions.</li> <li>• To communicate choice through language/symbols/gesture to a familiar adult</li> </ul> <p><b>Attention and understanding:</b></p> <ul style="list-style-type: none"> <li>• To respond to their own name</li> <li>• Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts.</li> </ul>	<p><b>We will support the implementation in ways such as:</b></p> <ul style="list-style-type: none"> <li>• Treasure baskets: range of stimulus (taste, smell, touch, visual, auditory or vestibular) for pupils to explore and begin to show preferences for</li> <li>• Burst-pause strategy in motivating activities</li> <li>• Music box/corner: accessible music for children to explore and respond to</li> <li>• Touch Cues: encourage anticipation for transitions and what is happening next</li> <li>• Object Cues/Objects of Reference: Using real objects or objects of reference to transition or make choices</li> <li>• Intensive Interaction: showing awareness, responding, being involved and engaged to the person interacting with them</li> <li>• Switches: simple messages pre-recorded</li> <li>• Eye-gaze: promote choice making and making simple requests</li> <li>• 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)</li> <li>• PECS: using a range of individualised motivating activities to encourage children to initiate, request and develop communication in structured situations</li> <li>• Key symbols: modelling using transition symbols and key symbols for choice-making</li> <li>• Makaton: modelling key signs to children</li> <li>• Attention Autism: using exciting and motivating items to engage children to develop attention and engagement skills</li> <li>• Drama Games: songs and games to develop anticipation and turn-taking</li> <li>• Sensory room: responding to stimuli, developing preferences, requesting for favourite activities (e.g. bubble tube, touch floor, water bed), cause and effect activities</li> </ul>
<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Pupils will be able to hold and manipulate a range of reading</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Stories based around half-termly topic</li> </ul>

<p>materials in order to extend their reading behaviours.</p> <ul style="list-style-type: none"> <li>• Pupils will start to engage with simple stories and the sounds that adults make to promote active learning.</li> </ul>	<ul style="list-style-type: none"> <li>• School library: children begin to hold books and engage with simple stories</li> <li>• Photographs and InPrint labels around the classroom and on displays to encourage interest in pictures</li> <li>• Book-themed treasure basket (Goldilocks sensory tray with book, treasure basket filled with different reading materials)</li> <li>• Laminated 'Photobooks' in each class's book corner, with photos of each child in class. Encouraging correct handling and focussing on images.</li> </ul>
<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• To engage in sensory experience of making marks using a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Messy play: wet and dry resources for children to experience sensory mark making</li> <li>• Mark-making area: paints, chalk, stamps, etc.</li> <li>• Outdoor play areas: messy play tray with a variety of sizes of mark-making tools, water/messy play</li> <li>• Forest schools: mark-making in mud, water, sand, on trees, water painting</li> <li>• Interactive whiteboard/iPad: Lightbox, Busy Things, Doodle</li> <li>• Write Dance: exploration of fine and gross motor skills through mark-making activities accompanied by music</li> </ul>

<b>PERSONAL,SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<p><b>Self-care and independence:</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<p><b>We will support the implementation in ways such as:</b></p> <ul style="list-style-type: none"> <li>Consistent use of symbols or objects of reference before self-care tasks, in order for pupils to anticipate the process.</li> <li>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).</li> <li>PD sessions: opportunities to participate in dressing (removal of shoes and socks)</li> <li>Snack and dinner time: opportunities for pupils to make choices and be active in the feeding process with the use of backward chaining.</li> <li>Edible messy play including different tastes and scents to be available in class-based play to encourage interest in food and safe tasting.</li> <li>Sensory food group: opportunities for children with limited diets to explore different foods in a low pressure, play-based environment.</li> </ul>
<p><b>Relationships and others:</b></p> <ul style="list-style-type: none"> <li>Pupils will show responses to familiar adults or peers in their vicinity, or in shared games such as through physical play</li> </ul>	<ul style="list-style-type: none"> <li>Parallel play opportunities throughout the day (role-play, cooperative games, team games).</li> <li>A range of open-ended play opportunities available throughout the day to encourage self-led play and autonomy</li> <li>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).</li> <li>Role-play: opportunities for children to initiate play with others (shop, home corner).</li> <li>Sabotaged environments in which children are encouraged to ask for help.</li> </ul>
<p><b>Feelings, Behaviours &amp; Morals:</b></p> <ul style="list-style-type: none"> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Symbols for children to anticipate transitions around the school</li> <li>Sensory circuits/movement breaks throughout the day with children being more active in requesting a break when needed.</li> <li>Behaviour plans and strategies as needed (Now/Next board, visual timetable, sand timers)</li> <li>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).</li> <li>Turn-taking games and play-based set ups to encourage sharing resources and finishing their turn appropriately, symbol supported</li> </ul>

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

UNDERSTANDING OF THE WORLD	
<p><b>learning intention:</b> <b>Scientific enquiry:</b></p> <ul style="list-style-type: none"> <li>• Pupils will explore simple scientific equipment in order to use them for a specific planned effect</li> <li>• 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</li> </ul>	<p><b>We will support the implementation in ways such as:</b></p> <ul style="list-style-type: none"> <li>• Staff modelling scientific language using communication systems with pupil and others</li> <li>• Vocabulary boards with specific science vocab to be out at scientific enquiry play set ups</li> <li>• A range of scientific tools to explore during free-play, including scientific role play such as magnifying glasses, test tubes, pipettes, magnets etc.</li> <li>• Music box/area available for children to practice playing instruments loud/quiet, fast/slow</li> <li>• Parallel Play: children develop play skills by sharing resources and learning through mirroring actions</li> <li>• 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</li> <li>• Cooking sessions to practice using specific tools to cut, heat, cool, mix, separate/combine</li> <li>• Children to have daily access to water/ sand/mud play with a range of tools available</li> <li>• PE lessons using a range of equipment to explore forces, speed and trajectory</li> </ul>
<p><b>The world:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Visuals with specific vocabulary to be out at related play set ups</li> <li>• Open ended play set ups that provoke simple exploration of everyday objects</li> <li>• 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.</li> <li>• Parallel Play: children develop play skills by sharing resources and learning through mirroring actions</li> <li>• Forest school exploration of their environment, with lots of plants and flowers to explore</li> <li>• Rooms labelled within the school environment and lots of repetition to practice transitioning to them using key symbols and other visual supports.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>People and communities:</b></p> <ul style="list-style-type: none"> <li>• Pupils will have a good understanding of significant</li> </ul>	<ul style="list-style-type: none"> <li>• Displays in the classroom to have photos of the children at eye level to provoke commenting on themselves.</li> <li>• Children to use cameras to take photos of themselves and others</li> </ul>

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



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

- Pupils will show an awareness of different textures and respond differently to them, so that they are able to show their preferences.

- 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