

Greenvale Primary School EYFS

Medium Term Planning -Topic Web

Possible topic-based learning opportunities and activities are listed below, linked to aims and objectives as listed on the scheme of work.
See also continuous planning for additional learning opportunities.

CEL – Introduce learning detective, must-do challenge and chili-challenge.

Physical Development
BASELINE ASSESSMENTS
-Pencil grip (through observation record in writing book)
-Scissor control (through observation, collect sample for observation file)
-L/R preference
- independence in eating and toileting in new setting (through day-to-day observations)
- Can cross legs, manage stairs and access climbing frame? (through day-to-day observations)
KEY OBJECTIVES/ACTIVITIES
To use the toilets and wash hands appropriately as demonstrated and discussed with staff (HSC B7,9)
Discuss safety e.g. tucking chairs in, walking indoors, holding handrails when using stairs. (HSC B 10,11,12)
Discuss 'Safe scissors' and create a class poster for Display. (HSC B 10, 12)
Demonstrate use of apron for 'messy' play. (HSC B 12)
Introduce 'dough disco' and 'Funky Fingers' play to develop fine motor skills (MH B 18)
Copy and trace handwriting patterns regularly. (MH B 20,22)
Begin to copy familiar letters from name card. daily. (MH B 19,20,21)
To begin to control bikes and scooters, balls, hoops etc. in outdoor play. (MH B 16)
To be able to mount and dismount the climbing frame with confidence. (MH B 15)
Show a preference for a dominant hand, and hold a pencil between thumb and first two fingers.Discuss W.M.G. Pencil grip and produce a class WMG poster (MH 19, 22)
Introduction to fruit and milk time and lunch time, discuss health choices,carrying tray, selecting foods and using cutlery etc. (HSC B7, 9, 11 MH 17,18)
Introduction to trampoline sessions with a focus on safety rules (HSC 10 MH 12)

**Topic: New People
New Places
Term: Au1
Date: Sept 2017
Expected duration:
5 weeks**

Communication and Language

BASELINE ASSESSMENTS

- Able to listen to a short story and respond to simple instructions
- Uses talk and basic vocab (through day-to-day observations) appropriately (through day-to-day and long observations)

KEY OBJECTIVES/ACTIVITIES

Short carpet sessions and story time daily to develop listening and attention skills. Stories to include books themed around making new friends and starting school (U A10)

Follow simple regular instructions e.g. when getting ready to go home (U B5)

Personal, Social and Emotional Development

BASELINE ASSESSMENTS

-Separating from carer (assess through morning observation)

Listen and respond in conversations about starting school and about friendship and home lives (U8)

Use language to imagine and recreate roles and experiences in play e.g. 'home corner' and outdoor play area (S11-14)

KEY OBJECTIVES/ACTIVITIES

-monitor confidence in new setting (to assess through long observation)

To become more outgoing towards unfamiliar people, selecting and using resources without help. (SCSA A4)

To initiate conversations with new peers and adults in new setting. (MR B5)

To gain confidence speaking to others about wants, needs, interests and opinions. (SCSA7)

To be aware of behavioral expectations and boundaries through setting of class and school rules and adhering to these &Introduction of behavior chart and reward systems (MFB6).

To Talk about self in positive terms (SCSA 8).

Learn names of new peers through playtime song and learning detectives. (MR A4)

To discuss school values of honesty and respect through circle times and story times. (MFB B5, 6, SCSA 7,8)

Literacy
BASELINE ASSESSMENTS
- letter recognition start with SATPIN and familiar letters (to be recorded as per phonics assessment file)
- Recognise own name on name card (assessed in early morning routine)
- Name writing (collect a starting sample per pupil)
- collect sample of 'writing' in a play context (E.G. shopping list in home corner per pupil for 'BIRD' book).
- Hold book and turns pages? Knows text conveys meaning? (on introduction to ORT books etc record in reading record)
KEY OBJECTIVES/ACTIVITIES
Begin Phonics sessions following LCP and supporting with Jolly phonics (see separate adapted LCP plans) (R B 18,19,20,) Rhyming games and songs encourage chn to continue the rhyming string (R B17) Lunch time Rhyme, Rhyming name game, finger rhymes, rhyming stories at story time etc.
Hear and say initial sounds in words (R18 W4) sound/object Bingo, matching games, I spy etc.
Enjoying books at story time and in the book corner (R B 23)
Writing/mark making about my family/friends (W B1,2,7)
Regular name tracing/writing (WB6,7,8)
Introduction to ORT characters and their names. (R B21)
Handy 'and' as intro to tricky words. (R B 21)

Expressive Arts and Design
BASELINE ASSESSMENTS
-Colour recognition (to assess and record through observation and summarise in class file)
- Draw yourself (collect a sample drawing per pupil)
KEY OBJECTIVES/ACTIVITIES
Build on repertoire of songs to include name-learning songs, lunchtime songs etc. (EMM B 14)
Introduction to use of the craft station and malleable and construction areas. (EMM B 18, 20, 21, 22, 23 BI B 11,13)
Paint picture of self for display.
Promote role play using the areas indoors and outdoors. (BI B14,15,16)
Dough disco – movement to music
Collage of myself (EMM B21)

Numeracy
BASELINE ASSESSMENTS
- Numeral recognition (to summarise in whole class assessment file)
Understanding the World
BASELINE ASSESSMENT
-shows curiosity, observes interest in people, environment (record through day-to-day and long observations)
ordering numerals to 10 (ask questions, general interest in children /more/less addition and subtraction)
KEY OBJECTIVES/ACTIVITIES
Walk the school grounds exploring the school environment using observational skills to rote count to 10 by 10s
similarities and difference between areas (W B6)
Visit pet shed and meet the animals (W B6)
Use of I pads to take photos for minibeast learning detectives. (TB6)
Introduction to use of smart board. (TB6)