

Early Years Foundation Stage Medium Term Planning.

Term: autumn		Topic: me, my family	Cycle: 3
Characteristics of effective teaching and learning focus: Playing with what we know; Being involved and concentrating; Making links			
Area of learning and development	Activity starting points	Core experiences relating to the topic	
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Intensive Interaction</li> <li>• Identifying body parts</li> <li>• Playing alongside others</li> <li>• Working and playing with others – sharing attention</li> <li>• Developing and building relationships</li> <li>• Use of photos: self-registration, hello sessions, displays</li> <li>• <u>Outside</u>: Toys that encourage dual or multiple play, see saw, dual ride-on-toys outside</li> <li>• resonance board group activities</li> <li>• sharing a mirror with others</li> <li>• “co-opra band”</li> <li>• sitting around a table/tray with others,</li> <li>• <u>soft play</u>: using the ball pool with a friend</li> <li>• Tac Pac</li> <li>• *Heuristic Play</li> </ul>	<p><u>Role play/object play/treasure baskets:</u></p> <ul style="list-style-type: none"> <li>• home corner</li> <li>• family photo albums</li> <li>• wallet/purse, keys, old mobile phones/cameras,</li> </ul> <p><u>Songs and action rhymes:</u></p> <ul style="list-style-type: none"> <li>• Baby Shark</li> <li>• Tommy Thumb</li> </ul> <p><u>Stories/books/poems:</u></p> <ul style="list-style-type: none"> <li>• Owl Babies by Martin Waddell</li> <li>• Goldilocks</li> <li>• Books by Tod Parr</li> <li>• The Swirling Hijaab by Maima Bint Robert</li> <li>• My House is a Squash and a Squeeze by Julia Donaldson</li> <li>• Alfie and Annie-Rose stories</li> </ul>	
<b>COMM</b>	<ul style="list-style-type: none"> <li>• Intensive Interaction</li> <li>• Getting to know familiar adults’ voices</li> <li>• Children seeing themselves ‘doing’ e.g. in photos and videos</li> <li>• Making sounds, signs, vocalising</li> <li>• Using, naming and identifying familiar and real objects</li> <li>• Learning specific vocabulary</li> <li>• Use of video/photos during good work assemblies/celebrations in class</li> <li>• *Heuristic Play</li> </ul>	<p><u>Drama games:</u></p> <p><u>Topic Vocab:</u></p> <ul style="list-style-type: none"> <li>• Mummy daddy brother sister</li> <li>• Family</li> <li>• Home</li> </ul>	

<p><b>Sensory and motor (PD)</b></p>	<ul style="list-style-type: none"> <li>• Awareness of whole body and movement through space</li> <li>• Using familiar tools</li> <li>• Developing self-care skills</li> <li>• Exploring using hands, feet and whole body</li> <li>• Sensory exploration e.g. tactile play</li> <li>• Action rhyme time, e.g.... Riding on a poney, horsey horsey...</li> <li>• Familiar tools from home environment (link to role play/treasure baskets)</li> <li>• yoga, massage, movement experiences e.g. swings, slide and seesaw, swinging in a blanket</li> <li>• *Heuristic Play</li> </ul>	<ul style="list-style-type: none"> <li>• Me / you</li> </ul> <p><u>Developing self-care skills (link to role play/dressing up):</u></p> <ul style="list-style-type: none"> <li>• Dressing up like mummy/daddy</li> </ul> <p><u>Working with families:</u></p> <ul style="list-style-type: none"> <li>• photos of children’s families</li> <li>• Invite parents/siblings in for a special snack time together.</li> </ul> <p><u>Specific outside activities:</u></p> <ul style="list-style-type: none"> <li>• Playing in the pink house</li> <li>• Playing in tents</li> </ul> <p><u>Specific creative activities:</u></p> <ul style="list-style-type: none"> <li>• Making things for family members e.g. photo frame, papier-mâché vase</li> </ul>
<p><b>Exploration (maths, literacy, UW and EAD)</b></p>	<p><u>UW</u></p> <ul style="list-style-type: none"> <li>• Photos of own families and home visit photos of us doing our favourite things</li> <li>• Moving around school and meeting people</li> <li>• Likes / dislikes and developing consistent responses to stimuli</li> <li>• Cause and effect</li> <li>• Exploring and creating effects on immediate environment e.g. tactile play, Be-Active Box, resonance board</li> <li>• use of whole body to explore media</li> </ul> <p><u>Mathematics</u></p> <ul style="list-style-type: none"> <li>• Exploring size,</li> <li>• noticing differences</li> <li>• grouping objects</li> <li>• Number songs around the body</li> <li>• Collections of heuristic objects inside and outside</li> <li>• Hiding and finding</li> <li>• Peepo games</li> </ul>	

	<ul style="list-style-type: none"> <li>• Noticing changes in immediate environment</li> </ul> <p><u>EAD</u></p> <ul style="list-style-type: none"> <li>• Making marks with body e.g. hand and foot prints, using hands and feet / whole body to create effects e.g. with tissue paper, in tactile media</li> <li>• Finger painting</li> <li>• Action songs, rhymes, drama games linked to topic</li> <li>• Opportunities for role play</li> </ul> <p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>• Picture books linked to topic</li> <li>• Mark making opportunities</li> <li>• Tactile play</li> </ul>	
--	---	--

\*Heuristic.

Heuristic play describes the activity of babies and children as they play with and explore the properties of objects. These objects are things from the real world. The use of treasure baskets is an example of this.