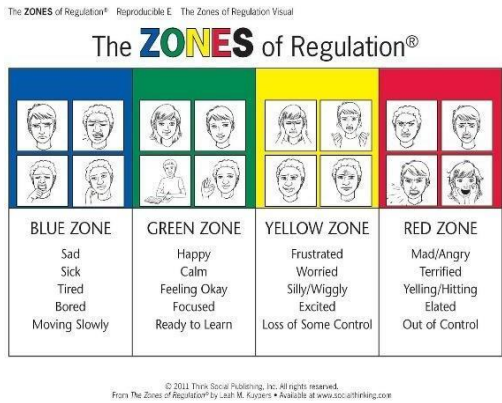


**Me and My Community**  
**Medium Term Topic Plan – Year EYFS & Y1**

Term	Autumn	Length of Study	7 weeks
<b>Classroom Environment</b>	Topic Display Year Group Vocabulary Project loan topic books with a variety of genres	<b>Super Starter (Hook) &amp; Education Visit/Visitor</b>	
<b>Key Texts</b>	Colour Monsters Super duper you Only one you I love me I like bees, I don't like honey Can I build another me A superhero like you What I like about me		
<b>Big Question</b>	What makes us special?		
<b>Whole School Strands</b>	Living Things Diversity Our Community		
	<b>EYFS</b>	<b>Year 1</b>	
<b>Communication &amp; Language (English - Speaking &amp; Listening)</b>	<b>Settling in activities</b> Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Look at who's talking to them. Follow instruction whilst busy with another task. Be able to follow 2 to 3 part spoken instructions – e.g. get your coat, then choose a partner and line up by the door. Understand and answer how, what and why questions, with obvious, straight-forward answers. Understand that words can be put into categories e.g. animals, transport, characters Recognise objects, characters and animals from a description. Use words more specifically to make their meaning clear Show that they can use language to reason and persuade e.g. 'I think.....because....'	
<b>Physical Development (Handwriting, PE)</b>	<b>Fine Motor:</b> Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip <b>Gross Motor:</b> Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b participate in team games, developing simple tactics for attacking and defending PE1/1.1c perform dances using simple movement patterns.	
<b>PSED (RHE)</b>	<b>New Beginnings</b> See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Y1 Physical Health and Wellbeing – Fun Times <ul style="list-style-type: none"> <li>food that is associated with special times, in different cultures</li> <li>active playground games from around the world</li> <li>sun safety</li> </ul>	

**Self-Regulation**  
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.



**Literacy**  
**(English – Reading & Writing)**

**Comprehension Skills:**  
Joining in with rhymes and showing an interest in stories with repeated refrains.  
Environment print.  
Having a favourite story/rhyme.  
Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  
Sequencing familiar stories through the use of pictures to tell the story.  
Recognising initial sounds.  
Name writing activities.  
Engage in extended conversations about stories, learning new vocabulary.

**Word Reading (Phonics):**  
**Phonic Sounds: Phase 1 and 2**  
**Reading:** Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.  
Help children to read the sounds speedily.  
This will make sound-blending easier  
Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge

**Writing:**  
Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.  
Use initial sounds to label characters / images. Silly soup. Names Labels.  
Captions Lists Diagrams Messages – Create a Message centre (home corner)  
Take full length pictures of the children. Give each child their own photo.  
Can they use their knowledge of sounds to label different parts of their body?  
Place a jar in the classroom along with strips of paper. If the children have something important to share about themselves, they can write it on the paper and add it to the jar.

Word level work foundations – 1 week  
Fiction – Poetry - 1 week  
Fiction - Narrative - 3 weeks  
Non Fiction - Fact Files about significant figures - 2 weeks

**Reading – Word reading**  
apply phonic knowledge and skills as the route to decode words  
respond speedily with the correct sound to graphemes (letters or groups of letters for all 40+ phonemes, including where applicable, alternative sounds for graphemes  
read accurately by blending sounds in unfamiliar words containing GPCs that have been taught  
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word  
read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings  
read other words of more than one syllable that contain taught GPCs  
read words with contractions (for examples, I’m, I’ll, we’ll) and understand that the apostrophe represents omitted letter(s)  
read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words  
re-read books to build up their fluency and confidence in word reading

**Reading - comprehension**  
Develop pleasure in reading, motivation to read, vocabulary and understanding by:  
listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently  
being encouraged to link what they read, or hear read to their own experiences  
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  
recognising and joining in with predictable phrases  
learning to appreciate rhymes and poems, and to recite some by heart  
discussing word meanings, linking new meaning to those already known  
understanding both the books they can already read accurately and fluently and those they listen to drawing on what they already know or on background information and vocabulary provided by the teacher to help them to understand a book  
checking that the text makes sense to them as they read and correcting inaccurate reading  
discussing the significance of the title and events  
making inferences on the basis of what is being said and done  
predicting what might happen on the basis of what has been read so far  
participating in discussion about what is read to them, taking turns and listening to what others say  
explaining clearly their understanding of what is read to them

**Writing – Composition**  
write sentences by saying out loud what they are going to write about  
composing a sentence orally before writing it  
sequencing sentences to form short narratives

		re-reading what they have written to check that it makes sense discussing what they have written with the teacher or other pupils reading aloud their writing clearly enough to be heard by their peers and the teacher
Mathematics	<p><b>Week 1-3: Getting to Know You</b> Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <p><b>Phase 1: Just Like Me!</b> <b>Match</b> – Provide opportunities for the children to find and match objects that are the same. Can you find one exactly like mine? How do you know it is not the same? Can you find one different to mine? Why is this one not like mine? <b>Sort</b> – Children learn that collections of objects can be sorted into sets based on attributes such as colour, size or shape. <b>Compare Amounts</b> – Once the children can confidently sort collections into sets, They learn that these sets can be compared and ordered. <b>Compare Size, Mass and Capacity</b> – The children learn that objects can be compared and ordered according to their size. <b>Make Simple Patterns</b> – Children copy, continue and create their own simple repeating patterns</p>	<p><b>Weeks 1-4</b> <b>Number: Place Value (within 10)</b> Sort objects, Count objects, Represent objects Count, read and write forwards from any number 0 to 10 Count, read and write backwards from any number 0 to 10 Count one more Count one less One-to-one correspondence to start to compare groups Compare groups using language such as equal, more/greater, less/fewer Introduce &lt;, &gt; and = symbols Compare numbers Order groups of objects Order numbers Ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> ...) The number line</p> <p><b>Weeks 5-8 {split over half-term, first half of objectives included here}</b> <b>Number: Addition &amp; Subtraction (within 10)</b> Part-whole model Addition symbol Fact families – addition facts Find number bonds for numbers within 10 Systematic methods for number bonds within 10 Number bonds to 10 Compare number bonds Addition – adding together Addition – adding more Finding a part</p>
Expressive Arts & Design (Art, D&T, Music)	<p><b>Charanga</b> -explore: growing, homes, colour, toys, how I look <b>Possible Activities:</b></p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did. Encourage a child to lay on the floor. Use large- scale building bricks to create an outline of the child. Ask the child to get up and look at the outline the bricks have left. What do they notice? Provide magazines that contain lots of different faces. Offer a range of materials, such as scissors, glue, pencils and pens. Encourage children to create a self-portrait using a range of media. Invite the children to explore feelings by asking them to represent different feelings using musical instruments. Can they talk about the feelings they have chosen and why they have used those sounds to represent them? Encourage children to explore body percussion, such as clapping their hands, stamping their feet and patting their legs.</p>	<p><b>Lichtenstein and Andy Warhol - Pop Art - Printing</b> Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. SMP overview – Printing: Explore printing with found materials; Explore <b>shape, pattern, line, texture</b>; Mono printing techniques using carbon paper/oil pastel on back of paper.</p> <p><b>Exploring simple patterns – how does music help us to make friends?</b> <b>Area 1: Listening and Responding to Music</b> 1a: Demonstrates an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning. 1b: Demonstrates a basic understanding of how feelings can connect with/relate to music. 1c: Demonstrates some basic understanding of musical style. <b>Area 2: Developing Performance Awareness and Skills, and Building the Foundations of Musical Language</b> 2a: Demonstrates an awareness of pulse/beat when listening, moving to and performing music. 2b: Demonstrates an understanding and use of basic differences in pitch (high and low) and note duration (long and short). 2c: Demonstrates a basic understanding of the importance of posture and technique when</p>

		<p>performing.</p> <p>2d: Demonstrates an understanding of the basic concepts of improvisation and composition.</p> <p>2e: Introduces the performance (any connection to the Social Theme is an added bonus).</p>
<p><b>Understanding the World (Geography, History, Science, RE, Computing)</b></p>	<p><b>Christian Value:</b> LOVE</p> <p><b>Special Days and Festivals</b> Harvest Festival (October)</p> <p><b>Possible Activities:</b></p> <p>Identifying their family. Commenting on photos of their family. Can talk about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras. Go for a senses walk outside. Encourage the children to explore the natural world around them and focus on what they can see, hear and feel. Ask the children to close their eyes and think of a place that is special to them. Can they tell a friend or class about their special place and why it is special to them? Talk about the parts of our bodies, exercising, senses and look at disabilities.</p> <p>RE - PUPILS WILL KNOW THAT: Christians believe that God is the giver of life. A church is a Christian place of worship. Christians show that God is important to them when they gather together to pray to God and sing his praise. Harvest festival is a time to celebrate God’s goodness and help others.</p>	<p><b>N.C. Obj.</b> Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.</p> <p><b>N.C. Obj.</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p><b>N.C. Obj.</b> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p><b>N.C. Obj.</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – <i>Mary Seacole, Edith Cavell, Florence Nightingale, David Livingstone (Joseph Lister, Rosa Parks – covered previously)</i></p> <p>Hi1/1.3 significant historical events, people and places in their own locality.</p> <p><b>Ge1/1.1 Location Knowledge</b> Ge1/1.1a name and locate the world’s 7 continents and 5 oceans</p> <p><b>Ge1/1.4 Geographical Skills and Fieldwork</b> Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><b>God</b> Children will know:</p> <ul style="list-style-type: none"><li>• Christians believe in God, and that they find out about God in the Bible.</li><li>• Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</li><li>• Some stories show these Christian beliefs.</li></ul> <p>Christians worship God and try to live in ways that please him.</p> <p><b>Purple Mash</b> Y1 Unit 1.1 – Online Safety and exploring Purple Mash; Unit 1.2 Grouping and Sorting Y2 Unit 2.1 – Unit 2.2 Online Safety; Coding</p>