

Intent: the children will learn about what the world looks like outside of English Martyrs'

Implementation: the children will learn through looking at maps, video clips, images, stories, role play and science experiments

Impact: the children will have a foundation knowledge about what the world looks like, how people/animals live in other parts of the world, how we can look after the planet and what it is like outside of Planet Earth.

Early Years Foundation Stage – Reception

Autumn 1 Medium Term Planning

3 Prime Areas of Learning

The Big Wide World (Geography links)

What does the world look like outside of English Martyrs'?

Key Vocabulary:

Travel – to go from one place to another

Distance – the length of the space between two points

Country – a piece of land that has a name

Solid – something that is solid and not easily broken

Liquid – something that flows freely

Recycle – changing something into something that can be used again

Environment – surroundings in which a person, animal or plant lives

| Week | Personal, Social and Emotional Development | Communication and Language | Physical Development |
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| 1 I am special because... | <p>All about me – spend time getting to know the chn during the week, e.g. circle time, all about me booklets and ice breaker games. PSED:MS&BR Rec</p> <ul style="list-style-type: none"> - see themselves as a valuable individual - build constructive and respectful relationships <p>Read 'The Worry Monsters First Day at School'. Spend time talk about the different emotions he feels during the day and the different colours that represent them. PSED:SR Rec</p> <ul style="list-style-type: none"> - identify and moderate their own feelings socially and emotionally. | <p>Talking about what they have done during the summer holidays during circle time. Pass the talking teddy around the circle and explain that when you have the teddy it is your turn to talk and everyone else's turn to listen. C&L:S Rec</p> <ul style="list-style-type: none"> - articulate their ideas and thoughts in well-formed sentences - describe some events in detail | <p>Focus on name writing, formation and pencil grip this week to see where the chn are at when they enter Reception. Use this as a baseline for each child and what their needs are. PD:FMS Rec</p> <ul style="list-style-type: none"> - develop the foundations of a handwriting style which is fast, accurate and efficient <p>See PE & outdoor planning.</p> |
| 2 The travel agency – how do we travel around the world? | <p>Recognising emotions by completing the make a face all about me cut and stick sheets. Encourage the chn to talk about the different emotions by identifying what they think the emotion that each facial feature represents. PSED:SR Rec</p> <ul style="list-style-type: none"> - identify and moderate their own feelings socially and emotionally. | <p>Show the chn some transport photos. Encourage them to describe the pictures using a wide range of vocabulary. Ask the chn about their experiences with these types of transport. C&L:S&LAU Rec</p> <ul style="list-style-type: none"> - articulate their ideas and thoughts in well-formed sentences - describe some events in detail - learn new vocabulary | <p>Go on a journey around the world! Pretend to drive different types of transport through an obstacle course, e.g. jumping over hurdles when flying an aeroplane, crawling through the tunnel when driving a train, climbing up the climbing frame when in a hot air balloon etc. PD:GMS Rec</p> <ul style="list-style-type: none"> - combine different movements with ease and fluency <p>See PE & outdoor planning.</p> |
| 3 Life on land | <p>Making their own self-esteem shield and talk about what makes them different and the things they are good at. PSED:MS&SR Rec</p> <ul style="list-style-type: none"> - show resilience and perseverance in the face of challenge. - identify and moderate their own feelings socially and emotionally. | <p>Read the topic story 'Here We Are'. Talk about the different things that you will find on Planet Earth, e.g. mountains, lakes, trees etc. And then the different things that live on Planet Earth, e.g. people. C&L:LAU Rec</p> <ul style="list-style-type: none"> - engage in story times - understand how to listen carefully and why listening is important <p>Listen to the song 'What a Wonderful World' by Louis Armstrong. Ask the chn what they love the most about our world. C&L:S Rec</p> <ul style="list-style-type: none"> - articulate their ideas and thoughts in well-formed sentences | <p>Go to the hall and practise moving in different ways based on animals that live on land. PD:GMS Rec</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. <p>See PE & outdoor planning.</p> |
| 4 Life under the sea | <p>Supporting the chn to manage their own needs by spending time modelling how to wash your hands properly before snack/meal times, good personal hygiene, e.g. washing your hands after you have been to the toilet. Sorting healthy and unhealthy foods (link to school dinners) PSED:SR Rec</p> <ul style="list-style-type: none"> - manage their own needs (personal hygiene) - know and talk about the different factors that support their overall health and wellbeing (healthy eating) | <p>Go on a submarine adventure! Encourage the children to talk about where they might go and what they would like to see on their under the sea journey. C&L:S&LAU Rec</p> <ul style="list-style-type: none"> - articulate their ideas and thoughts in well-formed sentences - learn new vocabulary | <p>Ocean animal movement cards. PD:GMS</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. <p>See PE & outdoor planning.</p> |
| 5 Frozen planet | <p>Creating friendship bracelets and cards to support chn to build good friendships with old and new friends. PSED:BR Rec</p> <ul style="list-style-type: none"> - build constructive and respectful relationships | <p>Describe animals that live in the Arctic/Antarctic. C&L:S&LAU Rec</p> <ul style="list-style-type: none"> - articulate their ideas and thoughts in well-formed sentences - learn new vocabulary | <p>How would a snowman dance? Work as a team to create a snowman dance. PD:GMS</p> <ul style="list-style-type: none"> - develop the overall body strength, co-ordination, balance |

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| | | | and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming See PE & outdoor planning. |
| 6 How can we look after our planet? | Provide opportunities during the week for mindfulness walks, yoga and meditation. PSED:SR Rec - identify and moderate their own feelings socially and emotionally | As a class create a list of rules to create a better world. They can be a mixture of silly and serious ones! C&L:S&LAU Rec - articulate their ideas and thoughts in well-formed sentences - learn new vocabulary - connect one idea or action to another using a range of connectives | Creating posters about how we can care for our world. All chn will draw a picture of how they can care for our world, then some will copy words underneath and others will write words independently. PD:FMS - develop the foundations of a handwriting style which is fast, accurate and efficient See PE & outdoor planning. |
| 7 Astronauts, space and aliens | Have a discussion about how astronauts have special rules to follow to keep them safe in space. Can the children talk about why those rules are important? Can they talk about rules they have in the classroom to keep them safe? PSED:SR Rec - identify and moderate their own feelings socially and emotionally Introduce the chn to the idea of wishing upon a star. Pass a star around the circle and encourage them to talk about something they would wish for. PSED:MS Rec - see themselves as a valuable individual | Imagine an alien came to visit Planet Earth! What would you recommend they should see or do? C&L:S Rec - articulate their ideas and thoughts in well-formed sentences - describe some events in detail | Collecting leaves and cutting them on a tuff tray in the outdoor area to learn to use scissors more competently. PD:GMS - develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons See PE & outdoor planning. |

Early Years Foundation Stage – Reception
Autumn 1 Medium Term Planning
4 Specific Areas of Learning
The Big Wide World (Geography links)
What does the world look like outside of English Martyrs'?

| Week | Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
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| 1 I am special because... | <p>Reading cycle – famous 5</p> <p>Self-portraits and identifying letters in their name/name writing.</p> <p>L:W Rec</p> <ul style="list-style-type: none"> - Read individual letters by saying the sounds for them - Form lower-case and capital letters correctly | <p>Estimate how many people live in the world.</p> <p>M:N Rec</p> <ul style="list-style-type: none"> - Count beyond ten | <p>Talking about people in their family and community.</p> <p>UTW:PCC Rec</p> <ul style="list-style-type: none"> - talk about members of their immediate family and community - name and describe people who are familiar to them <p>Science (outdoor learning)</p> | <p>Fun Friday – listening to a different genre of music each week</p> <p>EAD:BIE Rec</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses |
| 2 The travel agency – how do we travel around the world? | <p>Phonics – RWI targeted groups set1 sounds</p> <p>Reading cycle – famous 5</p> <p>How do you travel to school? Getting the chn familiar with how a sentence is structured. Read the written sentence to them and then they need to copy/trace the word to match their circumstance.</p> <p>L:W Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly | <p>Counting to 10 forwards and backwards using fingers, tens frame and numerals</p> <p>Use this week to recap things taught in Nursery to see what the chn can do, e.g. counting objects, matching numeral to quantity and 2D&3D shapes.</p> <p>M:N</p> <ul style="list-style-type: none"> - Count objects, actions and sounds - Link the number symbol (numeral) with its cardinal number value | <p>Looking at a map of the world and talking about what the different colours represent.</p> <p>UTW:TNW Rec</p> <ul style="list-style-type: none"> - recognise some environments that are different from the one in which they live <p>Learning to say hello in a range of different languages.</p> <p>UTW:PCC Rec</p> <ul style="list-style-type: none"> - recognise some similarities and differences between life in this country and life in other countries <p>Science (outdoor learning)</p> | <p>Fun Friday – listening to a different genre of music each week</p> <p>EAD:BIE Rec</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses <p>Creating different types of transport using the resources in the construction area.</p> <p>EAD:CWM</p> <ul style="list-style-type: none"> - Create collaboratively sharing ideas, resources and skills. |
| 3 Life on land | <p>Phonics – RWI targeted groups set1 sounds</p> <p>Reading cycle – famous 5</p> <p>Draw and label a picture of what they love the most about our world.</p> <p>L:W Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sounds with letter/s | <p>Counting to 10 forwards and backwards using fingers, tens frame and numerals</p> <p>Hide and seek – hide the hen from Handa's Hen somewhere in the classroom. Together count forwards to twenty and then go and find the hen. The hen is then to be hidden by the child who found it and play again.</p> <p>M:N Rec</p> <ul style="list-style-type: none"> - Count beyond ten | <p>Read the story Handa's Hen. Find Kenya on a map. How far is it from where you live? How could you travel there? How long might the journey be? Find out about the people who live in Kenya. How are their lives similar/different to where you live? Do we eat the same food for breakfast?</p> <p>UTW:TNW&PCC</p> <ul style="list-style-type: none"> - recognise some environments that are different from the one in which they live - recognise some similarities and differences between life in this country and life in other countries <p>Science (outdoor learning)</p> | <p>Fun Friday – listening to a different genre of music each week</p> <p>EAD:BIE Rec</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses <p>Listening and dancing to Kenyan music.</p> <p>EAD:BIE Rec</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses |

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| <p>4 Life under the sea</p> | <p><u>Phonics – RWI targeted groups</u> set1 sounds</p> <p><u>Reading cycle – famous 5</u></p> <p>Under the sea writing activity – looking at a picture of something from under the sea and using the key words to complete the sentence to describe the picture.</p> <p>L:W Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sounds with letter/s | <p><u>Baselines</u></p> <p>Autumn themed matching numeral to quantity to 10.</p> <p>M:N Rec</p> <ul style="list-style-type: none"> - Link the number symbol (numeral) with its cardinal number value. | <p>Hello Autumn! Explain how the season has changed from summer to autumn. Ask the chn if they have noticed any changes outside? Go for an autumn walk and talk about the changes.</p> <p>UTW:TNW Rec</p> <ul style="list-style-type: none"> - understand the effect of changing seasons on the natural world around them - describe what they see hear and feel whilst outside <p><u>Science (outdoor learning)</u></p> | <p>Fun Friday – listening to a different genre of music each week</p> <p>EAD:BI E Rec</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses <p>Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children’s responses to what they see.</p> <p>EAD:CWM Rec</p> <ul style="list-style-type: none"> - Create collaboratively, sharing ideas, resources and skills |
| <p>5 Frozen planet</p> | <p><u>Phonics – RWI targeted groups</u> set1 sounds</p> <p><u>Reading cycle – famous 5</u></p> <p>Using a word bank to complete sentences about key events in Handa’s Hen.</p> <p>L:W Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sounds with letter/s | <p><u>Counting to 10 forwards and backwards using fingers, tens frame and numerals</u></p> <p>Order numbers to 5 (ascending and descending).</p> <p>M:N</p> <ul style="list-style-type: none"> - Count objects, actions and sounds | <p>How do Polar animals stay warm in icy water? – Science Experiment. Talk about the weather, how they think they keep warm and what impact it will have on the animals when the water melts.</p> <p>*CHANGE TO VOLCANO EXPERIMENT DUE TO CHILD-INITIATED INTERESTS*</p> <p>UTW:TNW Rec</p> <ul style="list-style-type: none"> - explore the natural world around them - understand the effect of changing seasons on the natural world around them <p><u>Science (outdoor learning)</u></p> | <p>Fun Friday – listening to a different genre of music each week</p> <p>EAD:BI E Rec</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses <p>Collect leaves from the garden and glue them onto a hedgehog template to make leaf hedgehogs.</p> <p>EAD:CWM Rec</p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings |
| <p>6 How can we look after our planet?</p> | <p><u>Phonics – RWI targeted groups</u> set1 sounds</p> <p><u>Reading cycle – famous 5</u></p> <p>Character description – thinking of words to describe key characters from Handa’s Hen and copying/tracing them around an image of the character. Encourage the chn to think about the sounds that they can hear in the word.</p> <p>L:W Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sounds with letter/s <p>Create a poster about how we can care for the world.</p> <p>L:W Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sounds with letter/s | <p><u>Counting to 10 forwards and backwards using fingers, tens frame and numerals</u></p> <p>Partition a group of objects, up to 5, in different ways, recognise that the total is still the same</p> <p>M:N Rec</p> <ul style="list-style-type: none"> - Explore the composition of numbers to 10 <p>Estimate how many objects they can see and checks by counting them</p> <p>M:N Rec</p> <ul style="list-style-type: none"> - Subitise | <p>Talking about how solids can turn to liquids when they are not in the right temperature using blocks of ice from the artic to represent how the ice caps are melting. Then move on to look at ways we can look after our planet and complete a class poster about how we can care for the world.</p> <p>UTW:TNW Rec</p> <ul style="list-style-type: none"> - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter <p><u>Science (outdoor learning)</u></p> | <p>Fun Friday – listening to a different genre of music each week</p> <p>EAD:BI E Rec</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses <p>Mixing colours to paint under Planet Earth pictures.</p> <p>EAD:CM Rec</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> |

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| <p>7 Astronauts, space and aliens</p> | <p><u>Phonics – RWI targeted groups</u> set1 sounds</p> <p><u>Reading cycle – famous 5</u></p> <p>Packing for a space mission worksheet – the chn are to use their letter-sound knowledge to either hear and record initial sounds or attempt to write the words the represent each picture.</p> <p>LW:Rec</p> <ul style="list-style-type: none"> - Form lower-case and capital letters correctly - Spell words by identifying the sounds and then writing the sounds with letter/s | <p><u>Counting to 10 forwards and backwards using fingers, tens frame and numerals</u></p> <p>Recognise and extend number patterns</p> <p>M:NP Rec</p> <ul style="list-style-type: none"> - Continue, copy and create repeating patterns | <p>Introduce the chn to space by looking at the <u>Original Explorers: Space eBook.</u></p> <p>UTW:TNW</p> <ul style="list-style-type: none"> - explore the natural world around them | <p>Fun Friday – listening to a different genre of music each week</p> <p>EAD:BIE Rec</p> <ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses <p>Create a space role play area for the chn to go on journeys to the moon.</p> <p>EAD:BIE Rec</p> <ul style="list-style-type: none"> - Develop storylines in their pretend play |
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