

Merritts Brook E-Act Primary Academy
Medium Term Planning Autumn 1 – Knowledge based Curriculum Planning
Early Years Foundation Stage Nursery

- To put my coat on I know I need to put one arm in at a time.
- I know that I need to pull my skirt/dress/trousers/underwear down to sit on or stand and use the toilet and afterwards pull them back up.

support of pictures, ask questions.

- I - Engage in extended conversations about stories, learning and using new vocabulary.

Writing: Main link to Physical Development: Gross and fine motor

- I can make marks using lots of different writing tools, including a pencil, pen, paint or my finger in foam, sand etc.
- I can draw lines and circles that go around and up and down to show things, words, numbers and amounts.
- Drawings can share/show ideas, thoughts, feelings and experiences. Art link.
- Drawings can be about things we have seen or experienced.
- We can talk about a drawing at what it means. Art link
- Grownups use writing for lots of different reasons, I can make marks that show my writing, such as my name. Art link

Main stories/rhymes...Autumn 1

- *Nursery Rhymes - Rhyme/historical
- *Dear Zoo - Fiction
- *Oh Dear- Fiction
- *Owl Babies- Fiction
- *One Love- Fiction
- *It's okay to be different - Fiction
- *Shark in the Park- Fiction/Humour
- *Autumn – non-Fiction

Early Reading: Read Write Inc: Introduce first set of speed sounds: m a s d t

- Less/few means a smaller number of things, not as much or many.
 - I can use words like 'more' or 'lots' 'same' to describe how many things I have.
 - If I add one more thing to my plate I have more, if I take something off my plate I do not have as much. Numbers of things can change.
 - Numbers tell me how many things there are.
 - Objects can be different sizes and shapes; some shapes are the same.
 - Some objects are bigger and some are smaller.
 - We can group objects together that are the same shape, size or colour.
 - Know and use some words about time – now, next, tomorrow...(History Link)
- Knows some words about position (see CAL)

Key Vocabulary

Number, numbers, numeral 0-5 (10), count, counting, marks, how many, record, show, big, bigger, greater, small, smaller, smallest, less, few, fewer, fewest, more, most, many, lots, loads, change, same, add.

Size, shape, circle, square, rectangle, triangle, colour, group, (colour names), time, now, next, later, soon, position, next to, above, under.

Specific Aspects – Key Knowledge and Vocabulary

Understanding the World: Links to Primary History

All about me and my Family – Personal History.

Knowledge:

Question: What is special about my own history?

Daily Life (clothing food toys etc)

What is special about my own history?

- I have my own history and so does my **family**. My **brother/ sister, parents** and **grandparents**.
- Knowing some **time** related vocabulary – **before, now, then, next, soon, today, tomorrow, yesterday** and what it means – use it to talk about **past** events in their history.
- The toys I play with and clothes I wear **today** have changed from when I was a baby
- The toys my **grandparents** played with in the **past** are different to what I play with **today**.

Rulers (Kings, Queens, Dictators etc.):

- We have a king, he is a very special person – he lives in a palace in London. London is in England where we live.
- The King has a **family** like I do – they are all special people to our country. **Prince** and **Princesses** are what we call some people in the King's **family**.

Significant events:

Understanding the World: Links to Primary Geography -Main FOCUS IS AUTUMN 2.

All about me and my Family – Personal Environments.

Question: What makes where I live special?

- I live in a house/flat with my family.
 - Houses can look different – a house is a building where people live.
 - Flats are usually taller than houses, they are taller buildings that contain lots of smaller houses.
 - My house is in a town.
- A town is a place with a lot of houses, shops, schools, buildings, parks and people.
- Know the meaning of all vocabulary linked to features/landmarks named above.
 - Towns are also full of streets, roads and pavements.
 - A street is a road with buildings and houses on the side.
 - My house is on a street/road that has a name.
 - My school is on a street.
 - My school is a building where I go to learn with my friends.
 - On my way to and from school every day I see the same buildings, shops and signs
 - My 'local area' means the place that I live.
 - A map is a drawing or picture showing selected 'features' (things that stand out) of an area. It can help us to find places and/or objects.

Understanding the World: Links to Primary Science

links to living things and habitat -Humans, Plants,

Seasonal Change

Human

- I am a human.
- I have similarities and differences (things the same and different) to my friends and family members – hair, eyes, skin colour, height.
- Different parts of my body all have a name and I can name of some of my body parts: head, body, arms, legs, hands, feet. Eyes, nose mouth, ears.
- I use my eyes to see things; my ears to hear; my nose to smell; my mouth to eat, drink and talk.
- I have two arms and hands and fingers.
- I use my arms and hands for lots of things including picking up things. I can feel things with my hands.
- I have two legs, feet and lots of toes. I use my legs and feet to move my body in lots of different ways.
- I have a body that is in the middle of my arms, legs and head. My body has lots of things inside it to keep me healthy.

Plants

- All around me in the outdoors I can see trees and plants.

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<p>(EYFS: In their own lives and the lives of family members)</p> <ul style="list-style-type: none"> • Know that my birthday is something I celebrate one day every year and it is special because it is to remember the day I was born – to celebrate my own history. • My parents/grandparents/family members also have a birthday to celebrate when they were born – we celebrate this in my family. • Knowing that history means things that have happened in my past/before – when I was little, parents were little. • Know that the future means things that will happen tomorrow, next, soon or in years to come. <p>Period Specific:</p> <ul style="list-style-type: none"> • Focus is on developing the children’s knowledge and skills in preparation for Primary history teaching and learning. By talking about past and present events in their own lives and the lives of their families and friends they are developing an early understanding of ‘time’ and time related vocabulary. <p>Vocabulary: Today, tomorrow, before, now, then, time, next, soon, long time ago, past, parent, grandparents, brother, sister, King, Queen, Prince, Princess, Family.</p>	<ul style="list-style-type: none"> •Weather is all about whether it is hot, cold, rainy, cloudy, icy, sunny, or snowy. •Know some weather-related vocabulary and recognise a pictorial image linked to each: rain, snow, ice, wind, cloud, sun, fog, storm, wet, dry, hot, cold, warm. <p>Vocabulary</p> <ul style="list-style-type: none"> •House, flat, building, town, house, shop, school, building, park, people, street, road, pavement, playground, doctor, vet, police station, fire station, train station and bus stations, sign, features, landmarks, places, local area, indoors, outdoors, classroom, office, forest school, office, hall, map, drawing, pictures, weather, hot, cold, rainy, cloudy, sunny, snowy, rainy, icy, snow, ice, wind, cloud, sun, fog, storm, wet, dry, hot, cold, warm. 	<ul style="list-style-type: none"> •A plant grows in the ground. It is alive and has leaves and / or flowers. Flowers can all look different. •A tree is a type of plant. They have a trunk that is made of wood, branches and leaves. Some trees grow to be very tall. Trees have leaves that are usually green but can be other colours. •Plants need water and light to grow. • Water comes from rain and also people water them. • Light comes for the sun. <p>Seasonal/weather</p> <ul style="list-style-type: none"> •We have 4 different seasons – Autumn, Winter, Spring, Summer. •The weather is different in each season. •It is Autumn now; the weather is getting colder and leaves change colour and fall off of the trees. •Autumn turns in to Winter. It is even colder in Winter. <p>Vocabulary head, body, arms, legs, hands, fingers, thumb, feet, foot, toes. Eyes, nose mouth, ears. See, smell, touch, taste, sound. Tree, flower, leaves, grass, grow, plants, soil, sun, types of weather sun, rain, cloud, snow, ice.</p>
<p>Expressive Arts and Design – linked to Primary Art Pillar 1: Knowledge and Vocabulary rich SUBJECT/TITLE: Drawing Knowledge: Art Practice</p> <ul style="list-style-type: none"> •Drawing happens when marks are made on or in something, such as paper, the wall, the floor, mud, sand etc. •Marks can be made in many ways, using lots of different tools– such as a pencil, chalk. •Drawing tools are objects I use to make marks, such as pens, pencils, chalk. •There are basic drawing movements: Round and round –it’s a circular movement that has no beginning or end. Up and down –this line is created by moving the arm holding your writing tool up and down. Back and forth –this movement is created by moving a writing tool from side to side across the page. •Drawings can be big (large scale) or small. •If we mix colours in a drawing they will change and look different. <p>Knowledge: Art Theory</p> <ul style="list-style-type: none"> •Drawings can be about things we have seen or experienced. •We can talk about a drawing at what it means. •An artist is a person who draws, paints or makes things, it is their job. •Some artists draw pictures to share their ideas and feelings. •Colours have names -know the names of at least 4 colours. <p>Vocabulary Draw, drawing, mark, tool, pen, pencil, chalk, natural, object, movement, round, line, up, down, circle, back, forth, side, large, small, big, space, colour, art, artist, ideas, thoughts, feelings, experiences.</p>	<p>Expressive Arts and Design – linked to Primary Art Pillar 1: Knowledge and Vocabulary rich SUBJECT/TITLE: Painting Knowledge: Art Practice</p> <ul style="list-style-type: none"> •Painting is a type of art where pictures/drawings/marks are made using colours, shapes, and lines. •Artists paint pictures usually using a tool called a paint brush and materials called paint. •Painting tools and paint have to be used safely. (Know how to use tools safely.) •Paint can be washed off of tools using water. •Paint is wet and has to be left to dry. We place art on a drying rack to do this. • We can mix paint colours together. • If we mix colours they can change and look different. • We can apply paint by brushing, stroking, dripping, splattering with tools. • We wear an apron when painting to keep our clothes clean. <p>Knowledge: Art Theory</p> <ul style="list-style-type: none"> • Artists are what we call people who make paintings. • There are lots of different Famous artists. • Museums and galleries are buildings that are full of famous paintings and other types of art. • Lots of people paint for fun or because it makes them happy. • Paintings can share/show ideas, thoughts, feelings and experiences. • We can talk about a painting at what it means to us. • There are different types of paint –(dry) powder, (wet) ready mix, water colour 	<p>Expressive Arts and Design – linked to Primary Music Aspects of Music learning include:</p> <ul style="list-style-type: none"> • Hearing and Listening • Vocalising and Singing • Moving and Dancing • Exploring and Playing <p>Knowledge linked to the aspects of music:</p> <ul style="list-style-type: none"> • Music is made from sounds. • Sounds are heard through our ears. • Musical sounds are made by instruments or our voices. • An instrument is anything with sound making possibility – this can even be pots and pans, our hands and our voices. • Sounds can be made by tapping, shaking, banging objects. <p>Hearing and Listening:</p> <ul style="list-style-type: none"> • Music can link to our feelings and make us feel or think of different emotions and/or experiences. • Music can make us feel happy, sad, scared, angry... • Some objects have specific sounds and we can identify them by their sound. <p>Vocalising and Singing:</p> <ul style="list-style-type: none"> • Know the words in at least four Nursery rhymes/songs. • Any words can make up a song, words can be repeated in songs. <p>Moving and Dancing:</p> <ul style="list-style-type: none"> • We can move our bodies to match music. • Beat is like a heartbeat, a steady pulse, sound underlying the movements. • Tapping/banging an ‘instrument’ or a part of my body again and again at a

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<p>Expressive Arts and Design – linked to Developing imagination and creativity</p> <ul style="list-style-type: none"> • Know that in play we can pretend that one object can represent another. • Know that materials can be used to make things and share our ideas. • Know that materials all look at feel different. Know, understand and use texture related words, such as ‘hard,’ ‘soft,’ ‘spiky,’ ‘fluffy,’ ‘smooth,’ ‘bumpy.’ <p>Vocabulary: Texture related language hard, soft, spiky, fluffy, smooth, bumpy.</p>	<p>etc.</p> <ul style="list-style-type: none"> • Paint comes in lots of different colours. • Know the names of at least 4 colours. • Piet Mondrian was a famous artist that used the colours red, blue, yellow and white in lots of his paintings. • Mondrian used blocks of colour and black lines in his paintings. • Mondrian used shapes and colour in his work, such as rectangles. • Jackson Pollock was a famous artist that used to ‘drip’ and splat paint on to large pieces of paper. • He used to make hand prints in his paintings to show they were his work. <p>Key Vocabulary: Paint, painting, picture, art, artist, painter, mix, change, tool, size, colour, shape, line, brush, spatula, hands, fingers, roller, sponge, thick, thicker, thin, thinner, wet, dry, flaky, thick, thin, brushing, stroking, dribble, splat, splattering, drip, dripping, bubble, colour names, drying rack, apron. Piet Mondrian, blocks, Jackson pollock.</p>	<p>steady pace makes a beat.</p> <ul style="list-style-type: none"> • Teach the procedural knowledge of how to move their body to achieve specific actions, such as a tap, clap or jump. • Teach word knowledge – know what movement words mean and how to carry out the action – PD/CAL link. <p>Exploring and Playing:</p> <ul style="list-style-type: none"> • Volume is how loud or quiet a sound is: loud, quiet, louder, quieter... • Speed is how fast or slow a sound/piece of music. • Teach the procedural knowledge of how to hold, move and play instruments to make sounds and change sounds. <p>Key Vocabulary: Hearing, Listening, Singing, Moving, Dancing, Explore, Play, sound, sounds, listen hear, ears, music, instrument, voice, tapping, shaking, banging, feelings, happy, sad, angry, scared, song, sing, body, move, dance, action. Repeat, same, pattern, beat, volume, loud, quiet, louder, quieter, speed, fast, slow, faster, slower, high, low, higher, lower.</p>
<p>Links to Primary Technology</p> <ul style="list-style-type: none"> • Some objects and toys are called ‘electrical’ they need something called ‘electricity’ to work. • Electricity is a special kind of energy that makes things like toys or games move, light up or shows pictures. • We can’t really see electricity but we know it is there because it helps objects to work or move or makes sounds or pictures. • I need to press a button or switch to turn on some toys/objects to make them work with electricity. • Some toys/objects need batteries to give them power (electricity) to work. • Old Batteries run out of power and sometimes need to be changed to new ones. • Some toys/objects need to be plugged in to a plug to make them work or charged up using a plug. • I know that I need to press or turn buttons or switches to make something happen when I am using electrical toys or objects. <p>Vocabulary: Electric, electricity, invisible, power, charge, move, light up, turn on, turn off, batteries, energy, switch, button, knob, screen, press, turn, wind, pull back, push.</p>	<p>Understanding the World: Links to Primary RE Harvest Festival -Key Celebration in Autumn 1</p> <ul style="list-style-type: none"> • Harvest festival is a celebration of food grown on land. • At harvest time the food is collected in from the farmers fields to be given or sold to people to eat. • Celebrations are to give thanks for food. • At harvest time food is collected to give to people who do not have a lot to eat or a lot of money to buy food – it is about helping people. • Lots of people go to church to celebrate harvest. • A church is a special building that people called Christians go to. • At harvest time Christians say “thank you” to God for the food that they have to eat. • Christians believe that God made the World and everything in it. • Harvest happens at the beginning of Autumn, now in September. <p>Key Vocabulary Harvest, festival, food, grow, give, share, helping, people, church, celebrate, God, Christians, thank you, Autumn.</p>	<p>Discovery RE: Special People. Key Question: What makes people Special? Link to OUR HISTORY/Understanding the World Curriculum focus</p> <ul style="list-style-type: none"> • Our families are special people to us. • Families can include your mummy, daddy, brothers, sisters, grandparents, aunts, uncles, cousins. • Our families love and look after us – this makes us feel special. • Friends are not our family but they are still very special and important to us. • Everyone is special for different reasons; we are not all the same. • A role model is someone that is good, kind and positive, who you want to be like. • Our family members, friends or teachers can be our role models. • A group of people called Christians believe that Jesus is a role model, a very special person. • Christians believe in another special person called God – they believe that God made the World and things in it. • They believe that Jesus is God’s son. • They believe that God sent Jesus to earth to teach people how to be good – to be role models. • Jesus helped people in magical ways and made people better. He performed miracles. <p>Vocabulary: Family, Mum, Dad, Brother, Sister, Grandma, Nanny, Grandad, Auntie, Uncle, Cousin. Special, different, love, look after. Role model, person, good, kind, positive, behave well, teach, keep trying.</p> <ul style="list-style-type: none"> • Christian, Christians, Jesus, believe, God, God’s son, better, magical, miracle.



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