

EYFS - Learning Challenge Curriculum - Medium Term Planning



Year: Reception	Date: Autumn 1 2022	Teacher: R Unwin Jess Wilkins	Class: Turtles and Starfish	Partner classes: HMO EYFS
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Date:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Ask for family pictures (our homes)	What makes me, me. (draw a self portrait using mirrors to help children identify themselves. Compare pictures of others in a 'gallery')	Visit from REDTED Baseline	Bring in a favourite item (Teddy)	Birthday Party Shop visit (local area)	Draw life size child's body - match body parts activity.	Library Trip (local area) (RU to organise)
Learning Challenge	What do we do at school?	How am I the same? How am I different?	Who are the special people in our families?	What are my favourite things?	When is my birthday? How do I celebrate it?	What can I do with my body?	Reflection Week
PSED	Introduce class rules, rewards and sanctions. (Team Points and behaviour wheel)	Share text (We are gentle, we don't hurt others). Link back to behaviour expectations.	Circle time – share pictures and talk about families and the people who are special to us. Emphasis that not all families are the same.	Circle time – share our favourite things and talk about why they are special to us. Emphasis that not all choices	Invite a partner class to our birthday celebrations (Puppets Birthday)	Discuss how we use our bodies especially at school e.g having kind hands and feet.	Circle time about their favourite thing about being in reception. Link to busy book Friday

		Recap class rules, rewards and sanctions. (Behaviour wheel and apples on tree)		will be the same.			
PD	Use of outdoor equipment - bikes. Fine motor skills to be assessed and provided for in enhanced provision.	Use of outdoor equipment – Climbing frame Fine motor skills to be assessed and provided for in enhanced provision.	Supporting children to negotiate space when running and using bikes and climbing frame. Fine motor skills to be assessed and provided for in enhanced provision.	Supporting children to negotiate space when running and using bikes and climbing frame. Fine motor skills to be assessed and provided for in enhanced provision.	Enhance areas of provision based on fine motor skills assessment.	Use of outdoor Enhance areas of provision based on fine motor skills assessment.	Extend the outdoor equipment and model how to use it with the children.
CL	Introduce plan – do – review. Model and support children in speaking clearly. (Verbal review)	Verbal review – Children to discuss what they have played throughout the morning. Circle time – children to talk about themselves and their similarities and differences from their friends.	Children to talk about themselves and their families – ask for family photographs as stimulus for discussion.	During planning time, children take turns and listen to others within their group.	During planning time, children take turns and listen to others within their group.	Listening game – Simon says. Teacher to model sound talking parts of the body / actions.	From assessment.

<p>L</p>	<p>Read and discuss Harry and the Dinosaurs go to school and Billy and the big new school.</p>	<p>Read text 'Titch' and talk about similarities and differences between the characters.</p>	<p>Antony Browne – My mum is..., my daddy is... No matter what – Debi Gliori My two grannies – Floella Benjamin</p> <p>Visit from REDTED – Home reading</p>	<p>Read story Dogger/Mr Big in stages – discuss why the child in the story loves his toy, how he feels when he loses his toy/finds him again. (How he feels throughout the story and how/why his feeling change).</p>	<p>As a class create a list of things we will need for the party – read Kippers birthday for inspiration! A birthday for puppet.</p>	<p>Non-Fiction – Hospital books, and Doctor Raj (cebeebies) – Vets story.</p>	<p>Phonics assessment week – children to take part in a range of phonic activities to assess their current phonic knowledge. Library visit – promote enjoyment of reading and looking at new texts. (RedTed sending us to the library)</p>
<p>M</p>	<p>Sing a selection of number rhymes and songs – practise reciting number names in order. (assessment)</p>	<p>Introduce our magic number 1 Actions Number song Recognising and writing numeral. Numicon Physical objects Dice formation Children to play dice/board games.</p>	<p>Introduce our magic number 2 Actions Number song Recognising and writing numeral. Numicon Physical objects Dice formation Children to play dice/board games.</p>	<p>Introduce our magic number 3. Actions Number song Recognising and writing numeral. Numicon Physical objects Dice formation Subitise in different ways.</p>	<p>Introduce our magic number 4. Actions Number song Recognising and writing numeral. Numicon Physical objects Dice formation Subitise in different ways.</p>	<p>Introduce our magic number 5. Actions Number song Recognising and writing numeral. Numicon Physical objects Dice formation Subitise in different ways.</p>	<p>Ordering Numbers one to five. Focus on finding one less.</p>

		Subitise in different ways. Tens frame	Subitise in different ways. Tens frame	Tens frame	Tens frame	Tens frame Focus on finding one more.	
UW	Forrest schools, exploring our environment. Introduce them to the 'rules' (back to base practise.)	Forrest schools, exploring our environment.	Share family photographs and guess who each of the babies are. Talk about how we have changes since we were babies.	Children to share their ideas and opinions and talk about their likes and dislikes. Share photographs. Making into a photo album for the home corner.	Talk about how we celebrate our birthday and compare with others and birthday celebrations in different countries.	Read – Oliver's Vegetables and Oliver's Create healthy food such as fruit salad and discuss children's likes and dislikes. Allow children to try fruits and vegetables and talk about how they keep our bodies strong and healthy. Link to Teddy hospital.	Local area walk to the library.
Music/ Baking	Encourage children to sing and join in with number rhymes and songs.	Baking – Toasting and buttering bagels (spreading – fine motor control)	Baking – Toasting and buttering bagels (spreading – fine motor control)	Children to participate in sign and sing songs.	Children to make party food for our class pet's party on Friday. Mini pizza Sandwiches	Learn the words and actions to head, shoulders, knees and toes and other action rhymes	Children to participate in sign and sing songs.

						which name parts of the body.	
ICT/ Art	Introduce children to creative area and how we look after the resources in this area.	Children to be supported to use paintbrushes and mix paint within a pallet. (block paint)	Children to be supported to use paintbrushes and mix paint within a pallet.	Support children to use different ways of fixing.	Support children to use different ways of fixing.	Support children to use different ways of fixing.	Teaching mouse skills.
Forest School	Introduce children to rules of forest schools – explore the outdoor space and practise coming 'back to base.'	Continue to explore the outdoor space and encourage close observational skills. In groups take a hoop and place it on the ground in the woods. Discuss what children can find in the hoop. Then place in a different position and repeat. Then give children hoops in pairs.	Go on a leaf hunt – teacher to challenge the children to look closer! Use leaf hunt sheet from nature detective website and children to work in pairs to find all the types of leaf on the sheet. Children to have a paint pallet sheet, and they have to find leaves which match each shade.	Collection treasure hunt – challenge children to collect things from the woods for example find 1 yellow thing, one beautiful thing (discourage picking flowers).	Collect leaves, twigs, anything children find interesting. Discuss size, biggest, smallest. Make leaf crowns. Play with leaf crowns on in the long grass next to the copse. Who can they be?	Potion making. Read the story about the grumpy dragon. Can we make a potion to cheer him up? What will go in it? Which magic words will we say? has it worked? play in role as the dragon and wizards.	Go over the story again, what did the wizard use for his spell to work? Can we make wands? Look for good sticks to make a wand? Look for things to fasten on our wands, leaves, petals etc, use elastic bands to fasten items to the wand. Sing song "This is the way we wave our wands, all

							through the woods." Free play with wands in role.
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