



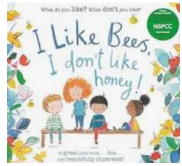
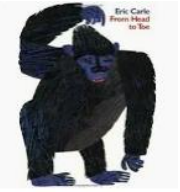
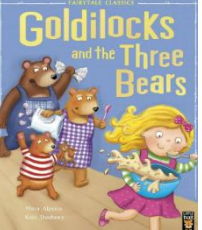
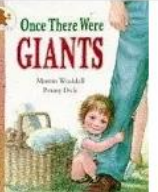
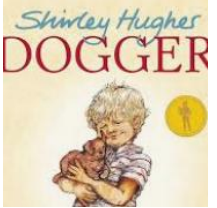
**Bude Primary Academy Infants Early Years Foundation Stage  
Medium Term Overview**



**Autumn Term**



**Who am I ?**

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		<b>Direct teaching/ Adult led Activities</b> ( details of opportunities in continuous provision on weekly overview)						
	Key text		<b>I like bees I don't like honey</b> 	<b>From Head to toe</b> 	<b>Goldilocks and the three bears</b> 	<b>Once there were giants</b> 	<b>Dogger</b> 	
<b>Prime areas</b>	Communication and Language	Getting to know you/Carpet time rules	<b>Learning to listen</b>  Daily routine songs  5 stories a day – include <ul style="list-style-type: none"> <li>• 1 familiar book</li> <li>• 1 non fiction</li> <li>• 1 Poem</li> <li>• 1 maths linked</li> </ul>	<b>Learning to listen</b>  Daily routine songs  5 stories a day – include <ul style="list-style-type: none"> <li>• 1 familiar book</li> <li>• 1 non fiction</li> <li>• 1 Poem</li> <li>• 1 maths linked</li> </ul>	<b>Learning to listen</b>  Daily routine songs  5 stories a day – include <ul style="list-style-type: none"> <li>• 1 familiar book</li> <li>• 1 non fiction</li> <li>• 1 Poem</li> <li>• 1 maths linked</li> </ul>	<b>Learning to listen</b>  Daily routine songs  5 stories a day – include <ul style="list-style-type: none"> <li>• 1 familiar book</li> <li>• 1 non fiction</li> <li>• 1 Poem</li> <li>• 1 maths linked</li> </ul>	<b>Learning to listen</b>  Daily routine songs  5 stories a day – include <ul style="list-style-type: none"> <li>• 1 familiar book</li> <li>• 1 non fiction</li> <li>• 1 Poem</li> <li>• 1 Maths linked</li> </ul>	<b>Learning to listen</b>  Daily routine songs  5 stories a day – include <ul style="list-style-type: none"> <li>• 1 familiar book</li> <li>• 1 non fiction</li> <li>• 1 Poem</li> <li>• 1 Maths linked</li> </ul>




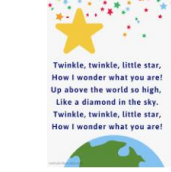




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**Who am I ?**

<p>Nursery Rhyme of the week</p>		<p>Incy Wincy Spider</p> 	<p>Twinkle Twinkle Little Star</p> 	<p>Hey Diddle Diddle</p> 	<p>Little Miss Muffet</p> 	<p>Old Macdonald had a farm</p> 	<p>The wheels on the bus</p> 
<p>Speaking</p>	<p>In COOl time model and support children to <b>Plan – I will ... I will go to... Because....</b>  <b>Ask What did you....? Why did you...? How did you...?</b></p>						
<p><b>Physical Development</b> Gross Motor</p>	<p>Running, stopping, and changing direction.</p>	<p>Jump and land safely using two feet.</p>	<p>Balancing and body control</p>	<p>Throwing and catching skills using small balls and bean bags.</p>	<p>Kick and dribble a ball with control.</p>	<p>Teamwork skills</p>	<p>Coordination and rhythm through movement and music.</p>
<p><b>Physical Development</b> Fine Motor  <b>Finger Fit</b> – Fine motor skills and <b>independent</b> writing opportunity</p>	<p>How to hold scissors How to hold a pencil How to use my name card</p>	<p><u>Based on Incy Wincy Spider</u>  <b>Monday</b> Cutting straight lines to make spider legs (body already printed) Find my name card -have a go at writing my name <b>Tuesday</b></p>	<p><u>Based on Twinkle Twinkle</u>  <i>Each day children to find and use own name card to have a go at labelling their work</i>  <b>Monday</b></p>	<p><u>Based on Hey Diddle Diddle the cat and the fiddle</u> <i>Children now to be encouraged to write some initial sounds on their work</i>  <b>Monday</b> Moon collage –</p>	<p><u>Based on Little Miss Muffet</u> <i>Children now to be encouraged to write some initial sounds on their work</i>  <b>Monday</b> Give children pre printed sheet with picture or</p>	<p><u>Based on Old MacDonald</u> <i>Children now to be encouraged to write some initial sounds on their work</i>  <b>Monday</b> Cut out square, rectangle, one big circle, one</p>	<p><u>Based on the wheels on the bus</u> <i>Children now to be encouraged to write some initial sounds on their work</i>  <b>Monday</b> Children have pre cut out bus template – cut</p>



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**Who am I ?**

			<p>Snipping blue strips to make rain drops ( add to picture of incy wincy ) Find my name card -have a go at writing my name</p> <p><b>Wednesday</b> Cut a circle to make a spider body (legs provided stick on) Find my name card -have a go at writing my name</p> <p><u>All about me focus</u></p> <p><b>Thursday</b> Paper plate face snipping paper to make hair Find my name card -have a go</p>	<p>Children given a cut out star and snip pieces of a variety of textured yellow/ orange/gold paper to stick on as collage</p> <p><b>Tuesday</b> Cut out star and stick on glitter and sequins and put on lolly stick</p> <p><b>Wednesday</b> Children to cut out circle with picture of star in middle – stick onto black paper – sprinkle on glitter</p> <p><b>Thursday</b> Cut out diamond and then stick on black paper</p>	<p>Children to cut out and collage simple moon –</p> <p><b>Writing opportunity</b> Can you write m for moon on the back?</p> <p><b>Tuesday</b> Children to cut out simple dog template – add googly eyes, ears . Write d on back</p> <p><b>Wednesday</b> Small disposable wooden picnic spoon- add use pipe cleaners to make arms and legs – draw on face – <b>writing opportunity</b> –</p>	<p>Little Miss Muffet already on it- Children to be given collage material to make a tree for her to sit under</p> <p><b>Writing opportunity –</b> Can you write t for tree and m for Miss Muffet?</p> <p><b>Tuesday</b> Make a paper plate spider – collage to cover in black – (tearing) googly eyes , legs</p> <p><b>Writing opportunity</b> Can you write s for spider?</p> <p><b>Wednesday</b> Children to be cut along dotted</p>	<p>small circle – make tractor</p> <p><b>Writing opportunity -</b> Can you write t for tractor?</p> <p><b>Tuesday</b> Give children range of different sized pre- cut dark pink circles . Stick onto paper then cut out ears snouts and legs to make 3 different sized pigs Draw in curly tails</p> <p><b>Writing opportunity –</b> Can you write p for pig and t for tail?</p>	<p>out squared for windows and circles for wheels</p> <p><b>Writing opportunity -</b>Can you write b for bus?</p> <p><b>Tuesday</b> Start with a shape ( 2 circles) children to use these to draw picture of themselves and their best friend</p> <p><b>Writing opportunity –</b> Can you write f for friends and g for goggle</p> <p><b>Wednesday</b> Children to cut out simple bus template- add on rectangle for exhaust- add</p>
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**Who am I ?**

			at writing my name	and chalk some lines to make it sparkle	can you write S for spoon ?  <b>Thursday</b> Children to cut out different characters and objects from the rhyme to make their own illustration – <b>writing opportunity</b> – can you write the correct initial sounds for moon spoon dish dog ?	lines on red paper to make strips – stick square of white paper to make picnic rug for little Miss Muffet to sit on. Sick on picture of little miss Muffet <b>Writing opportunity</b> – can you write p for picnic?  <b>Thursday</b> Give children paper plate and sheet with food on it to cut out and stick on plate for Little Miss Muffet’s picnic– sandwich, tomatoes pizza donut apple <b>Writing opportunity</b> –	<b>Wednesday</b> Cutting out squares and rectangles to make cow picture <b>Writing opportunity</b> – Can you write c for cow and m for moo?  <b>Thursday</b> Cut out triangles and semi circles to make picture of goat face – add cotton wool for beard <b>Writing opportunity</b> – Can you write g for goat?	cotton wool on end of exhaust <b>Writing opportunity</b> – Can you write e for engine and b for brmmmm?  <b>Thursday</b> Children to cut out template of front of bus – cut out picture of their own face and stick on the picture – draw on bus driver’s hat Stick on speech bubble – <b>Writing opportunity</b> – Can you write s for stop and n for noise?
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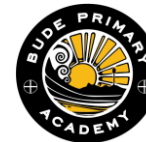


**Who am I ?**

						can you write the sounds at the beginning of each of these words?		
	Personal social and emotional development		<b>SCARF</b> SCARF All about me	<b>SCARF</b> SCARF What makes me special?	<b>SCARF</b> SCARF Me and my special people	<b>SCARF</b> SCARF Who can help me?	<b>SCARF</b> SCARF My feelings 1	<b>SCARF</b> SCARF My feelings 2
<b>Specific Areas</b>	Literacy reading/ understanding	<b>Story time focus - prediction</b>  looking at the front cover what do you think this book is going to be about? Why?	<b>Story time focus - prediction</b>  looking at the front cover what do you think this book is going to be about? Why	<b>Story time focus - characters</b>  Who were the characters in the story?	<b>Story time focus - characters</b>  Who were the characters in the story?	<b>Story time focus</b> Goodies and baddies – where there any goodies/ baddies in this story? Why was .... A baddy Why was ... a baddy Was .... A goody or a baddy or neither? Why?	<b>Story time focus</b> Setting  Where was this story set?	<b>Story time focus</b> Setting  Where was this story set?
	Literacy Phonics	Listening games	Introduce all RWI picture cards 5 per day	m a d s Oral blending games	t l n p Oral blending games	g o c k Oral blending games	u b f e Oral blending games	l h r j Oral blending games




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**Who am I ?**

		Oral blending games					
Literacy writing	Finding/recognising my name card	How to hold my pencil Name writing – where to start each letter	Letter formation m a d s Name writing	Letter formation t i n p Name writing	Letter formation g o c k Name writing	Letter formation u b f e Name writing	Letter formation l h r j Name writing
Maths white rose	Counting songs	Match sort and compare  Match Objects Match Pictures and objects Sort Objects and type	Match sort Compare  Exploring sorting techniques Create sorting rules. Compare amounts	Talk about measure and patterns  Compare size, compare Mass, Compare Capacity	Talk about measure and patterns  Explore simple patterns. Copy and continue simple patterns, create simple patterns	It's me 1,2,3  Find 1,2,3, Subitise, 1,2,3 Represent 1,2,	It's me 1,2,3  1 more 1 less Composition of 1, 2& 3
Maths Fluency Number sense	Counting hands	Subitising 1 & 2	Subitising 1-3	Subitising 1-3	Subitising 1-4	Subitising 1-4	Subitising 1-4
Maths book of the week	The button box 	Anno's counting book 	One Duck Stuck 	Circle Square Moose 	Mouse count Mouse Count 	Ten Black Dots Ten Black Dots Donald Crews 	Pattern fish 



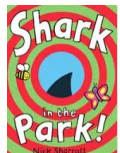




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<p>Daily small group Snack and Story (listening, comprehension speaking and maths)</p>		<p><u>Shark in the park</u></p>  <p><b>Maths focus</b> – shape hunt <b>Story focus</b> - prediction</p>	<p><u>Brown bear</u> <u>Brown bear what do you see?</u></p>  <p><b>Maths Focus</b> Accurate counting / representing numbers on fingers <b>Story focus</b> - recall</p>	<p><u>Dear Zoo,</u> <u>Dear Zoo</u></p>  <p><b>Maths focus</b> Accurate counting / representing numbers on fingers <b>Story focus</b> Recall and prediction</p>	<p><u>The Very Hungry caterpillar</u></p>  <p><b>Maths focus</b> Days of the week Accurate counting /begin devise own marks to represent quantities <b>Story focus</b> Recall/ sequencing</p>	<p><u>We're going on a bear hunt</u></p>  <p><b>Maths focus</b> Positional language -over under in on beside next to behind , between , in front <b>Story focus</b> Recall / sequence/ Word choice</p>	<p><u>Pete the cat and his 4 groovy buttons</u></p>  <p><b>Maths focus</b> 1 more / 1 less <b>Story focus</b> Retelling</p>
<p>Understanding of the world</p>	<p><b>People and communities</b> <u>Sharing all about me books</u>  Finding out about our new friends</p>	<p><b>People and communities</b> <u>Finding out about our school.</u></p>	<p><b>The natural world</b> Learning to name the visible parts of our bodies</p>	<p><b>The natural world</b> Learning about how we use touch taste smell sound</p>	<p><b>The Natural world</b> Adopt our school tree Senses walk in our woodland</p>	<p><b>Past and present</b> Sequencing pictures of ourselves from baby to now</p>	<p><b>Past and present</b> Sequencing pictures of toys we played with from when we</p>



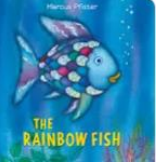

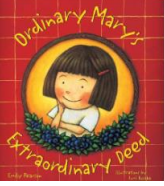
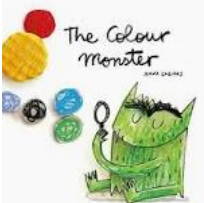



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**Who am I ?**

		<p><b>People and communities (RE)</b> <i>How Do We Show Respect for One Another?</i> <b>Key text</b> Rainbow fish</p> 	<p>Going on a journey around the whole school taking photographs making a group book with photographs of each part of the school</p> <p><b>People and communities (RE)</b> How Do We Show Love / How Do We Know We Are Loved? <b>Key Text</b> Guess How Much I Love You</p> 	<p><b>People and communities (RE)</b> Who Do We Care About and How Do We Show Care? <b>Key Text</b> Ordinary Mary's extraordinary deed</p> 	<p>vision to explore the word around us</p> <p>Making porridge and adding different ingredients to taste/smell</p> <p>Senses walk in our woodland</p> <p><b>People and communities (RE)</b> How Do We Know What People Are Feeling? <b>Key Text</b> The Colour Monster</p> 	<p><b>People and communities (RE)</b> How Do We Show People They Are Welcome? <b>Key Text</b> A Handful of Buttons</p> 	<p><b>People and communities (RE)</b> What Things Can We Do Better Together? <b>Key Text</b> The Little Red Hen</p> 	<p>were babies up to now</p> <p><b>People and communities (RE)</b> Where Do You Belong and How Do You Know You Belong? <b>Key Text</b> <i>The Invisible String</i></p> 
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**Who am I ?**

Expressive Arts and Design	Introducing children to various parts of the class room that support this area of learning in continuous provision	<b>Creating with materials</b>	<b>Creating with materials</b>	<b>Creating with materials</b>	<b>Creating with materials</b>	<b>Creating with materials</b>	<b>Creating with materials</b>
		<b>Artist of the term</b> Kandinsky paint	<b>Artist of the term</b> Kandinsky collage	<b>Artist of the term</b> Kandinsky Paper craft	<b>Artist of the term</b> Kandinsky Loose parts 1	<b>Artist of the term</b> Kandinsky Loose parts 2	<b>Artist of the term</b> Kandinsky Printing
							
		<b>Singing/ music</b> Nursery rhymes	<b>Singing/ music</b> Nursery rhymes	<b>Singing/music</b> Nursery rhymes	<b>Singing/ music</b> Nursery rhymes	Children to use iPad to photograph their work	<b>Singing/music</b> Nursery rhymes
		<b>Dancing</b> Wiggle dance	<b>Dancing</b> Wiggle dance	<b>Dancing</b> Mr Clickety Cance	<b>Dancing</b> Mr Clickety Cance	<b>Dancing</b> Koo Koo Dino stomp	<b>Dancing</b> Koo Koo Dino stomp