



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



Autumn Term 2



What is a map?

Nursery Rhyme of the week	Baa baa black sheep	Jack and Jill	Wind the bobbin up	Bear went over the mountain	Little Jack Horner	Grand old Duke of York	When Santa got stuck up the chimney
	Speaking In COOL time model and support children to Plan – I will ... I will go to... Because.... Ask What did you....? Why did you...? How did you...?						
Physical Development Gross Motor (in addition to PE in outdoor CP)	Ball kicking – practise kicking large balls into goals and designated areas – foot-eye coordination.	Beanbag toss – throwing beanbags into buckets or hoops – and in scoring – hand-eye coordination and aiming.	Skipping and galloping – putting cones out and children to move in different ways, hobby horses balance, co-ordination and rhythm.	Throwing and catching - practising throwing over and underarm with soft balls – hand-eye coordination.	Moving sideways – between natural markers – logs – lateral movement and co-ordination.	Balancing on 1 foot – time each other with stopwatch or ipad – balance and concentration.	Dancing and rhythm – encourage children to make up dance routines – coordination, rhythm and balance.
PE lessons							
Fine motor skills In CP	Lacing cards – hand eye coordination, bilateral coordination	Scissor skills – cutting along different styles of lines zig zag, and straight lines. Grip strength and hand eye coordination.	Children use buttons to place along a variety of patterns and lines – precision and bilateral coordination.	Scissor skills – cutting along different styles of lines curved lines. Grip strength and hand eye coordination, turning paper.	Puzzles – spatial awareness and dexterity. Bilateral and hand-eye coordination.	Tracing Christmas patterns and shapes to make into Christmas cards – fine motor, precision and grip control.	Group sewing, large sheet of wide weave hessian, plastic needles and wool. Bilateral and hand eye coordination.














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<p>Finger Fit – Fine motor skills and independent writing opportunity</p>	<p>Daily writing opportunities Model sentences/shared write “It is a” Children to orally compose own sentences – adult to model back as complete sentence Children work towards individual next steps in writing.</p>						
	<p><u>Based on – On the way home</u></p>	<p><u>Based on Rosie’s walk</u></p>	<p><u>Based on Can’t you sleep Little Bear?</u></p>	<p><u>Based on Owl Babies</u></p>	<p><u>Based on Lost and Found</u></p>	<p><u>Based on Jesus’ Christmas party</u></p>	<p><u>Based on Father Christmas needs a wee</u></p>
	<p>Monday Flying saucer</p>	<p>Monday</p>	<p>Monday</p>	<p>Monday</p>	<p>Monday</p>	<p>Monday</p>	<p>Monday</p>
							
	<p>Tuesday</p>	<p>Pre-cut body and stick on legs, beak and feathers.</p>	<p>Focus on flat tissue paper and covering area.</p>	<p>Pre-drawn body. Children to stick on cake cases and ready-cut eyes. Children cut out triangles for beak and ears.</p>	<p>Christmas card design. Children’s photo.</p>	<p>Pre-cut triangles. Children snip and stick on in correct order of size.</p>	
		<p>Tuesday</p>	<p>Tuesday</p>	<p>Tuesday</p>	<p>Tuesday</p>	<p>Tuesday</p>	
	<p>Wednesday</p>			<p>Wednesday</p>			<p>Wednesday</p>



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					 <p>Black paper, cut out moon and stick on stars.</p>	 <p>Cut out semi-circle and colour umbrella. Cut out penguin to go inside.</p>		<p>Thursday</p>  <p>Cut out circle, children to stick brown strips on.</p>
	Personal social and emotional development	<p>SCARF I'm special, you're special</p>	<p>SCARF Same and different</p>	<p>SCARF Same and different families</p>	<p>SCARF Same and different homes</p>	<p>SCARF I am caring</p>	<p>SCARF I am a friend</p>	<p>SCARF I am a friend</p>
Specific Areas	Literacy reading/ understanding	<p>Story time focus - prediction</p> <p>looking at the front cover what do you think this book is going to be about?</p>	<p>Story time focus - prediction</p> <p>looking at the front cover what do you think this book is going to be about?</p>	<p>Story time focus - characters</p> <p>Who were the characters in the story?</p>	<p>Story time focus - characters</p> <p>Who were the characters in the story?</p>	<p>Story time focus - Goodies and baddies - where there any goodies/ baddies in this story?</p>	<p>Story time focus - Setting</p> <p>Where was this story set?</p>	<p>Story time focus - Setting</p> <p>Where was this story set?</p>



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	Why?	Why			Why was A baddy Why was ... a baddy Was A goody or a baddy or neither? Why?		
Literacy Phonics	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.	RWinc groups linked to individual progress within the programme.
Literacy writing	<ul style="list-style-type: none"> Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP 	<ul style="list-style-type: none"> Daily name writing Finger fit – initial sounds/cvc words Handwriting and letter formation Writing opportunities within CP
Maths white rose	It's me, 1,2,3	It's me, 1,2,3	Circles and triangles	1,2,3,4,5	1,2,3,4,5	1,2,3,4,5	Shapes with 4 sides
Maths Fluency	Subitising 1-4	Subitising 6 - 10	Subitising 6 - 10	Partitioning 2	Partitioning 3	Partitioning 4	Partitioning 5



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Number sense							
Maths book of the week	The button box	Anno's counting book	One Duck Stuck	Circle Square Moose	Mouse count	Ten Black Dots	Pattern fish
Understanding of the world	<p>People and communities Know that our school is in Bude. Know that some of us live in Bude, some in other places around Bude.</p> <p>People and communities (RE) Understand what the word religion means Key text Rainbow fish</p>	<p>People and communities Know what a map is and why we use them. Understand that signs and symbols can tell us about a place.</p> <p>People and communities (RE) Recognises the cross as a Christian symbol Key Text</p>	<p>The natural world Investigating light and dark – torches in den (investigation area)</p> <p>Past and present Celebrations – understand that some celebrations happen on the same day each year ie...Christmas and Birthdays.</p>	<p>The natural world Talk about changes that happen during night and day, including animals that come out at night (using dark den, pictures of nocturnal animals)</p> <p>People and communities (RE) Learn the Christmas story and practise Nativity</p> <p>Key Text The Colour Monster</p>	<p>The Natural world Investigate shining light through translucent and non-translucent materials.</p> <p>People and communities (RE) Retell the Christmas story and practise Nativity Key Text</p>	<p>The Natural world Changes that happen in the environment during Autumn and Winter – Woodland walk.</p> <p>People and communities (RE) Understand why Christmas is celebrated – perform Nativity Key Text The Little Red Hen</p>	<p>The Natural world Changes that happen in the environment during Autumn and Winter – Woodland walk.</p> <p>People and communities (RE) Recognise that most people across UK celebrate Christmas but some people in different countries don't.</p>



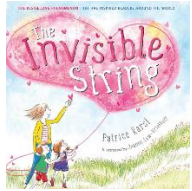
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		<p>Guess How Much I Love You</p> 	<p>People and communities (RE) Learn what a celebration is Learn the Christmas story and practise Nativity</p> <p>Key Text Ordinary Mary's extraordinary deed</p> 		<p>A Handful of Buttons</p> 		<p>Key Text <i>The Invisible String</i></p> 
<p>Days of the week and months of the year and weather changes. Calendar changed each day.</p>							
Expressive Arts and Design	<p>Creating with materials</p> <p>Artist of the term Mondrian</p>	<p>Creating with materials</p> <p>Artist of the term Mondrian</p>	<p>Creating with materials</p> <p>Artist of the term Mondrian</p>	<p>Creating with materials</p> <p>Artist of the term Mondrian Collage</p>	<p>Creating with materials</p> <p>Artist of the term Mondrian Paint</p>	<p>Creating with materials</p> <p>Artist of the term Mondrian Mixing colours</p>	<p>Creating with materials</p> <p>Artist of the term Mondrian Colour mixing</p>






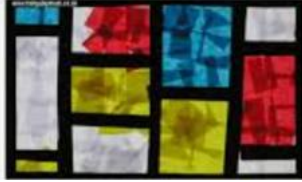

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	<p>Large scale transient art</p>  <p>Objects of primary colours for children to sort. ipads for children to photograph.</p> <p>Singing/ music Charanga – My stories</p> <p>Dancing Grandma Grandma</p>	<p>Collage</p> <p>Ready-cut squares and rectangles of red, yellow and blue paper.</p>  <p>Singing/ music Charanga – My stories</p> <p>Dancing Grandma Grandma</p>	<p>Sponge printing</p>  <p>Singing/ music Charanga – My stories</p> <p>Dancing Gonoodle Banana banana meatballs</p>	<p>Tissue paper collage</p>  <p>Singing/music Charanga – My stories</p> <p>Dancing Gonoodle Banana banana meatballs</p>	<p>Black tape and paint</p>  <p>Singing/ music Charanga – My stories</p> <p>Dancing Christmas songs</p>	<p>Mixing primary colours with pipettes and runny paints/water</p> <p>Singing/music Charanga – My stories</p> <p>Dancing Christmas songs</p>	<p>Mixing primary colours with brushes – teaching watching brushes in between colours.</p> <p>Singing/music Charanga – My stories</p> <p>Dancing Christmas songs</p>
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