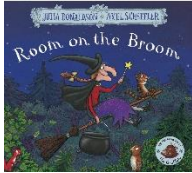



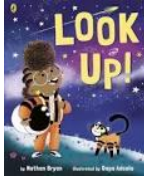



EYFS Medium Term Topic Plan – Autumn 2 – People Who Help Us

	Wk 1 – 4.11.24	Wk 2 – 11.11.24	Wk 3 – 18.11.24	Wk 4 – 24.11.23	Wk 5 – 2.12.24	Wk 6 – 9.12.24	Adaptions
<p>The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Intent: Children will be able to talk about weather they experience in summer and compare to now (autumn). Implementation: Children will discuss the weather that we have been having. They will think back to the summer and how it was different. Impact: Children will start to understand the differences between summer and autumn.</p>	<p>Intent: Children will know what colours represent autumn leaves and will be able to show this on a tree. Implementation: Children will discuss the signs of autumn and how we know that it is now Autumn. They will colour an Autumn tree picture thinking about the colours they will need to use. Impact: Children will be able to create an autumn picture using autumn colours and understand that not all leaves are green all year round.</p>	<p>Intent: Children will be able to talk about weather that is displayed during the autumn months. Implementation: Drawing on their knowledge of Autumn, think about how things change as they head into the winter months – what happens to the weather? Impact: Children will be able to say what typical autumn weather is displayed this time of year.</p>	<p>Intent: Children will be able to talk about their knowledge of autumn and then start to think of the other seasons. Implementation: Children will recall their learning about autumn and winter and start to talk about what happens in Spring and Summer. Go outside and take a picture of a tree – how does it look now? How will it change as the seasons change? Impact: Children will be able to talk about changes over time and predict what they think will happen based on their prior knowledge.</p>	<p>Intent: Children will be able to take their knowledge of the seasons to create a calendar showing the changes across the four seasons. Implementation: Children will make a calendar of the 4 different seasons. They will discuss each one and draw/ decorate it. Impact: Children will be confident to talk about the seasons and how things changed representing this in the form of a calendar.</p>	<p>Christmas activities</p>	
<p>Creating with materials Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture.-Share their creations.</p>	<p>Intent: Children will be able to list people who help them in their own lives. Implementation: Children will talk about our new topic of people who help us. They will create a list of people that they think help us. Impact: Children will understand that people are able to help us and what their roles are.</p>	<p>Intent: Children will be able to think of and explain a time that somebody has helped them in the past e.g. a doctor when they were poorly. Implementation: Recall the learning from last week and start to think of people who help us and discuss a time that someone has helped them. Impact: Children can discuss a time that somebody helped them.</p>	<p>Intent: Children will be able to discuss who helps us and how they are able to get to us, e.g. fire service in a fire engine. Implementation: Recall the list of people who help us. Think about how those people come to help us e.g. police, firefighters, lifeguards. Discuss the different transport they use. Impact: Children will be able to name transport that people use to help us.</p>	<p>Intent: Children will be able to design their own emergency vehicle with the intent to make it out of junk modelling resources. Implementation: Children will recall the vehicles that are needed to help us and will design one themselves that they can make out of junk modelling resources – what will they need? Impact: Children will be able to design and explain their own design for an emergency vehicle.</p>	<p>Intent: Children will be able to make a vehicle out of junk from the design they thought of last week. Implementation: children will begin to make their vehicles out of the junk they chose in their design. Impact: Children will be able to make their own vehicle using different materials, tools and techniques.</p>	<p>Intent: Children will be able to make a vehicle out of junk from the design they thought of last week. They will be able to explain it to a friend. Implementation: children will continue to make their vehicles out of the junk they chose in their design. They will each show their final product to a friend and talk about what they have made. Impact: Children will be able to make their own vehicle using different</p>	

						materials, tools and techniques. They will be able to explain their design to a friend.	
<p>People Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>Intent: Children will know the story of 'detective dog' and know that a detective is a person who helps us Implementation: Read 'detective dog' to the children to introduce them to the topic. What is a detective? What do they do in their job? How does it help us? Impact: Children will be able to say a detective helps us and will be able to talk about parts of the story of 'detective dog'.</p>	<p>Intent: Children will know of people who help us around St Austell. Implementation: Children will think about people that help us in our local area. What do towns usually have in them to help us? Impact: Children will talk about their local and be able to say who helps us in our town.</p>	<p>Intent: Children will know what a map is and that they live in St Austell. Implementation: Children will look at maps of our town to locate where we find different people to help us. Locate the doctors, fire station, dentist, vet etc. Impact: Children will be able to say what a map is and say they live in St Austell.</p>	<p>Intent: Children will be able to say what job they would do when they are an adult to help people. Implementation: Children will recall all of the learning around people who help us. They will discuss what they would like to do to help others when they are an adult. Impact: Children will know many jobs of people who help us and will be able to say which one they would like to do.</p>	<p>Intent: Children will be able to record what they would like to be when they grow up drawing on from previous learning. Implementation: Children will create a writing sheet – 'When I grow up, I would like to be a...' Impact: Children will have a clear idea of what job they would like to do when they grow up and record it.</p>	Christmas activities	
C/WR/W	RWI						
M	Power Maths and Mastering Number						
<p>Writing and FM Shush Monster</p>	<p>Children will engage in fine motor finger gym activities daily. During RWI they will be learning how to hold their pencils correctly. Children will start to form letters correctly. They will begin to write simple cvc words and vc words.</p>	<p>Children will engage in fine motor finger gym activities daily. During RWI they will be learning how to hold their pencils correctly. Children will start to form letters correctly. They will begin to write simple cvc words and vc words.</p>	<p>Children will engage in fine motor finger gym activities daily. During RWI they will be learning how to hold their pencils correctly. Children will start to form letters correctly. They will begin to write simple cvc words and vc words.</p>	<p>Children will engage in fine motor finger gym activities daily. During RWI they will be learning how to hold their pencils correctly. Children will start to form letters correctly. They will begin to write simple cvc words and vc words.</p>	<p>Children will engage in fine motor finger gym activities daily. During RWI they will be learning how to hold their pencils correctly. Children will start to form letters correctly. They will begin to write simple cvc words and vc words.</p>	<p>Children will engage in fine motor finger gym activities daily. During RWI they will be learning how to hold their pencils correctly. Children will start to form letters correctly. They will begin to write simple cvc words and vc words.</p>	

	Drawing Club 	Drawing Club 	Drawing Club 	Drawing Club 	Drawing Club 	Drawing Club 	
GM/PE	Intent: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing. Twinkl PE – Mr Keast	Intent: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing. Twinkl PE – Mr Keast	Intent: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing. Twinkl PE – Mr Keast	Intent: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing. Twinkl PE – Mr Keast	Intent: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing. Twinkl PE – Mr Keast	Intent: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing. Twinkl PE – Mr Keast	Intent: Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing. Twinkl PE – Mr Keast
Self-regulation and Managing self Jigsaw – Celebrating Difference	Intent: I can identify something I am good at and understand that everyone is good at different things. Implementation: Children will say what they are good at, at school. Look at a collection of objects and say if they are the same or different Impact: Children will be able to understand the things they are good at and say what makes them the same/ different to others.	Intent: I understand that being different makes us all special. Implementation: Children will talk to a partner and discuss what they are good at and feedback to the class. Create a paperchain saying what you like or think you're good at. Children can draw a picture of themselves on their link. Display paperchain. Impact: Children will know what makes them and others special and different.	Intent: I know we are all different but the same in some ways. Implementation: Show children a selection of photos and discuss how we can sort them e.g. old, young. Talk about how they have been sorted. Think about if their families are all the same. Read the suggested stories and talk about how we are similar but also have features that make us different and unique. Impact: Children will be able to say how we are different but also the same in many ways.	Intent: I can tell you why I think my home is special to me. Implementation: Children will work together to build homes for two teddies. Compare the two houses and say how they are the same/ different. Children will look at pictures of different homes around the world – how are they the same/ different? Children will say what the inside of their homes looks like. Impact: Children will be able to talk about their own homes and say how they differ around the world.	Intent: I can tell you how to be a kind friend. Implementation: Children will discuss how we make friends. Read a story about making friends. What can we do if we see someone on their own? How can we be kind friends? What can we say that would make us a kind friend? Children suggest solutions to help Jigsaw Jenie whose friend is away from school and he is lonely. Impact: Children will be able to say how to be a kind friend by sharing ideas with others.	Intent: I know which words to use to stand up for myself when someone says or does something unkind. Implementation: Children will observe the teddies saying unkind things to each other. Children will discuss what they didn't like about what they heard. Teach the children to say, 'Please don't do that, I don't like it' when someone does or says something to them that they don't like. Impact: Children will know how to respond if someone says unkind things to them.	

<p>Kapow Religion and World Views</p>	<p>Intent: Children will be able to identify a special time for them. Implementation: Children will talk about a time that they believe is special to them. They will draw a picture of their special time. Impact: Children know what a special time is and can explain a special time for them.</p>	<p>Intent: Children will know that Diwali is a festival by learning about the story of Rama and Sita. Implementation: Children will discuss how the word festival means a celebration. The children will hear the story of Ram and Sita and talk about how it is a big part of why Diwali is celebrated. The children will make diya lamps. Impact: Children will know the story of Rama and Sita. They will be able to talk about the festival of Diwali.</p>	<p>Intent: Children will describe how some Hindu people celebrate Diwali. Implementation: Show children pictures such as, candles, fireworks, gifts, rangoli patterns. Show children rangoli patterns and discuss colours and patterns and how they are put in doorways to bring good luck. Impact: Children will be able to say how some Hindu's by celebrating with gifts, food special clothes, lighting candles etc.</p>	<p>Intent: Children will know why many Christians celebrate Christmas by exploring the story of Jesus' birth. Implementation: Children will listen to the Christmas Story and know it can be called the Nativity. Children will create stick puppets of the characters in the story and perform to the rest of the class. Impact: Children will know that Christmas is celebrated by Christians. They will be able to explain the Christmas story and re-tell it.</p>	<p>Intent: Children will discuss how some Christians celebrate Christmas by making links to the story Implementation: Children will watch a video about Christmas celebrations. They will talk about they can see, e.g. a star on the tree, going to church, setting up a nativity, eating a special meal. Children will look at Christmas decorations and design a bauble. Impact: Children will be know all the ways that Christians celebrate Christmas. They will know how it links to the Christmas story.</p>		
<p>LA/U/S Story starts and Favourite 10 Nursery Rhymes (Rhyme of the week)</p>	<p>Story time Five little ducks</p>	<p>Story time The grand old duke</p>	<p>Story time heads, shoulders etc.</p>	<p>Story time Down at the station</p>	<p>Story time Miss Polly had a dolly</p>	<p>Story time</p>	
<p>Music</p>	<p>Thursday – Charanga Unit</p>						

LA/U/S Class reader Favourite Five	Detective Dog Snow Bears The Snowflake Mistake The Jolly Christmas Postman We're going on a bear hunt The Gruffalo	
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