



Together we nurture, love and learn whilst aspiring for excellence.

EYFS Medium Term Planning – Enabling Learning Environments

Autumn 1 - 'The Colour Monster' 'Marvellous Me'

Personal, Social and Emotional Development – Prime Area

- Read story 'The Colour Monster' By Anna Llenas, explore emotions, feelings, characters in the story, make links with our own emotions
- Create a 'How do I feel today' display
- Explore emotion stones, create our own stone monsters with different facial expressions
- Talk about how we feel in different situations
- Exploring mirrors and the faces we make
- Create collages of different eyes, ears, nose, mouths - exploring how we are the same/different
- Draw self portraits and share what makes us special/think about what I am good at
- Create peg charts with emotions – how do you feel today?
- Laminated blank faces for children to draw facial expressions to match different moods and situations

Self Confidence and Self Awareness

22-36mths: Separates from main carer with support and encouragement from a familiar adult. •Expresses own preferences and interests.

30-50mths: • Is more outgoing towards unfamiliar people and more confident in new social situations. •Confident to talk to other children when playing, and will communicate freely about own home and community.

40 - 60mths: Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.

Communication, Language and Literacy – Prime Area

- Explore names for different emotions and feelings
- Speak clearly about how we feel in different situations and at different times, using different resources such as social stories, emotion stones, pictures
- Play mood matching/bingo games using vocabulary to explore/describe and explain different moods and emotions
- Use other 'colour' story texts such as 'Rainbow Fish' and 'Elmer' as a stimulus for conversations.
- Explore characters such as those from 'Inside Out' Animation – create small world play invitations
- Explore the names of different colours and describe where we find them inside and out – go on colour hunts
- Phonics Phase 1 activities – Aspect 1 – environmental sounds, Aspect 2 – Instrumental sounds, Aspect 3 – Body Percussion
- Speaking and Listening games and activities:
<https://family.co/blog/inspiration/10-simple-communication-and-language-activities/>

Speaking

22-36mths: Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. •Holds a conversation, jumping from topic to topic. •Learns new words very rapidly and is able to use them in communicating.

30-50mths: Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences.

40-60mths: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. •Uses language to imagine and recreate roles and experiences in play situations. •Links statements and sticks to a main theme or intention



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Physical Education Gross/Fine – Prime Area

Fine Motor:

- Coloured object sorting with tweezers/tongs into jars/containers
- Colour match - Clip together two matching colour printouts, socks or maybe little coloured monsters using clothes pegs – use story 'Simon Sock' by Sue Hendra as a sorting/colour/stripe/spots tray
- Threading beads on to pipe cleaners/string
- Finger painting – patterns/recycled material/fabric
- Masking tape colouring - Stick piece of or strips of masking top on to paper, colour over the top, then peel off to reveal the blank areas.
- Pipette and coloured paint/food colouring drop on to coffee filter or blotting paper – colour potions
- Mark making with colour - <https://childrens-binary.files.bbc.co.uk/childrens-binarystore/cbeebies/Love-Monster-Maze.pdf>

Gross Motor:

- Mood walk - Move around an open space to different moods called out Happy - skip, Scared- hide in a ball
- Calming movements/shapes/stretches- gross physical helps us to feel calm and think about breathing
- Mood monsters catch game-like the mood walk, but turn into game of catch by being monster-gross
- Emoji hop scotch/bean bag toss - coloured ribbons/strips to move/dance to music
- Colour run- make coloured area (chalk square for example) call out colour and children run to it.
- Paper tunnels and balls- coloured paper for added link- tunnels taped to floor and roll a ball through the tunnel - roll through in different colour sequence to link to maths

Moving and Handling

22-36mths •Shows control in holding and using jugs to pour, hammers, books and mark-making tools. •Beginning to use three fingers (tripod grip) to hold writing tools •Imitates drawing simple shapes such as circles and lines

30-50mths: Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.

40-60mths: •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. •Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable materials safely and with increasing control. •Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines.



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Literacy Development – Specific Area

- The Colour Monster by Anna Llenas
- Rainbow Fish, Elmer, The Colour Thief – explore texts together
- Listen to stories (including CD stories)
- Watch animated versions of stories and compare them.
- Re tell our stories as we learn them.
- Story Square – begin to tell our own stories using ideas from the stories we read.
- Explore different books and talk about how characters feel at different points – use illustrations and go on a 'feelings' hunt in different books, can you find someone who is sad/happy/excited
- Develop language of emotions – explore other words linked with sad to use e.g. down/unhappy/disappointed model using these as you explore characters and how they are displaying their emotions (Emotional Literacy)

Reading

22-36mths: Has some favourite stories, rhymes, songs, poems or jingles.

•Repeats words or phrases from familiar stories. •Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

30-50mths: • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment.

40-60mths: • Hears and says the initial sound in words. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. •Knows that information can be retrieved from books and computers

Mathematical Development – Specific Area

- Counting and arranging coloured objects (teddy bear/dinosaurs from maths sets, counters, beads, cubes)
- Making patterns with colours
- Counting the colours we see outside – number hunts – counting in order
- Hopscotch/hoops/balls, counting and sorting games
- Small world play trays with coloured numicon and matching numerals
- Washing lines with number cards/numicon images
- Making shape monsters and counting/ordering them

Number

22-36mths: Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. •Recites some number names in sequence. •Creates and experiments with symbols and marks representing ideas of number.

30-50mths: Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures. •Sometimes matches numeral and quantity correctly. •Shows curiosity about numbers by offering comments

40-60mths: Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each item. •Counts actions or objects which cannot be moved. •Counts objects to 10, and beginning to count beyond 10.



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Understanding the World – Specific Area

- Discuss how we feel at different times in our families, what makes us happy/sad/excited/ give children opportunities to discuss/record/draw/act out what they do in their own families and how they display these emotions.
- Small world play/dolls house set up with people/characters to act out different scenarios
- Harvest colours/How is nature changing outside, what can we see (use our senses) link with colour changes on the trees. Create Harvest artwork to contribute to school Harvest Festival.
- Colour changing flowers or celery experiment -put white flower etc in jars and watch them change colour
- Ask questions as changes take place, make observations and notice the similarities/differences and changes that take place.
- Colour mixing in jar (water)- only use red, yellow and blue and the colours mix together to make orange, green and purple – explore and experiment with different colour combinations, what can you find out? Set children colour challenges – Colour Monster needs a new green hat, can you paint mix him a new green to paint with?
- Coloured ice - watch as the colours merge and mix – children could take their own photos of things they notice using cameras or ipads
- Look at same coloured and black and white image -what does colour bring to image ? What is your favourite colour? - Colour Thief
- Look at fish, discuss different types, make fish - Rainbow Fish/links with PSHE

People and Communities

22-36mths: Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others.

30-50mths: Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

40-60mths: Enjoys joining in with family customs and routines.



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Expressive Arts and Designs

- Explore self portraits looking at colours for a purpose, link with knowledge about why we are all special/unique/different
- Use different media to create different parts, e.g. hair
- Use recycled materials to create our own 'Colour Monsters'
- Use instruments outside to represent how we feel/incorporate role play acting out different ideas/scenarios and play instruments to match how they feel in the scenario
- Explore colour mixing with paint, natural dye (outdoor/wildtribe)
- Make potions using different coloured water/liquids/make potions outside with different natural colours/petals/plants etc
- Create a collaborative cross curricular display with creative outcomes to share our learning

Exploring and Using Media and Materials

22-36mths: Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound. •Experiments with blocks, colours and marks

30-50mths: •Beginning to move rhythmically. •Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

40-60mths: •Explores the different sounds of instruments. •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect.

Playing & Exploring (Engagement): First hand experiences, acting out Stimulating Environment Open-ended activities, Challenges, showing interests, using senses

Active Learning (Motivation): Getting involved in activities over a period of time, giving children time to immerse themselves, keep trying after challenges, bouncing back, pride in their work (individually and as a team)

Creating and Thinking Critically (Thinking): Making connections, mind maps, awareness of learning, testing ideas, problem solving, making patterns, developing ideas, implementing ideas, review work