

medium term Plans

Autumn Term 1

Me in My World / Exploring What Surrounds Me

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| **Themes and Contexts: / See Long Term Plans for Knowledge / intent** | | |
| **What would we like the children to be demonstrating?** | | |
| Personal Social and Emotional Development | | Mathematics |
| I am beginning to learn the names of children in my class through playing games and learning songs.  I am beginning to make some friends through playing games, circle times and exploring what I enjoy both in and outdoors.  I am beginning to ask for help from teaching staff (link to teaching of how to use good manners across different situations such as lunchtime).  I am beginning to feel part of my class and school.  I am beginning to understand what being responsible for my classroom means and I’m helping tidy up the classroom after discovery time.  I am beginning to learn about the School’s Core Values and demonstrate these in my conduct around school.  I am learning the power of gentle hands when negotiating with others and encouraged to use the emotions board to tell others how I feel, and start to understand how they feel.  I show awareness of the rules and routines during the school day and know they have to be followed and there will be sanctions if I do not.  I can use emotional literacy such as tired, worried, frightened to describe how I feel. | | I can join in successfully with songs that count forward and backwards from 0 to 10.  I can count out a variety of objects to 5 (pennies, pinecones, apples, numicon).  I can clap or tap a simple repeating pattern.  I am beginning to use some time words such as now next after that to describe things that are happening. (Visual timetable as well as reflection time is good to model this to children and also when interacting in their play).  I am beginning to use number in a range of playful situations.  I can use language to describe size and shape.  I can name some 2D and 3D shape names by singing ‘Shape’ songs. ( Look at different boxes as part of the story its not a box etc and be able to sort them into groups according to their 3D shape properties. Adults will modle the names to me and I begin to use them back.  I am beginning to count along a calendar.  Identify matching buttons  Identify matching socks  Describe size and shapes of lids as I match them to the right containers.  Sorting buttons in groups Classifying the buttons by their own criteria. They also begin to understand that there is no right or wrong answer and that other children may have a different opinion to their and although different may also be right.  Collecting natural material and sorting on our Autumn Ramble around our local Area. ( Use to create a display and when children bring other objects into school form their own walks and adventures they can put them in the right classification group).  Match sizes Compare – more and fewer Compare taller and shorter Compare longer shorter Capacity using boxes |
| Communication and Language Development | | Understanding the World |
| I am beginning to understand and respond appropriately to Makaton prompts for good sitting and listening etc  I am showing I am more attentive in listening games, for instance I can identify the sounds between different objects or musical instruments.  I can stop and respond appropriately (busy fingers) to the tambourine and continue listening for an instruction.  I am beginning to demonstrate good listening when playing alongside others and in whole class carpet time with the help of Sally spoon.  I am beginning to answer and ask questions during story times.  I am beginning to make a sign or signal so show that I would like to share an idea or answer a question during carpet time.  I can recall simple rhymes as part of classroom management and organisation such as ‘tic tock’ and ‘1,2,3 everybody look at me’ etc.  I can sing a number of familiar rhymes. A rhyme a day.  I am beginning to practise learning and using some new vocabulary and can use appropriate language when interacting socially with my peers.  I begin to follow simple instructions in P.E for example. | | I can say hello and goodbye in French.  I can talk about my family and say how they are different from another.  I can classify different kinds of faces, families and people.. Are children who are taller faster ? Are taller stronger?  I can explain what Harvest means by representing it in different medias.  I can try things that I do not normally eat.  I talk about things I like and do not like and understand that everyone has different likes and that’s okay. ( display photos and label with name and likes and dislikes).  I can talk about my family and recognise differences between my family and other families.  I can talk about my immediate local environment such as school and I am beginning to find resources that I need independently.  I can talk or represent a sign of Autumnal features knowing that my “ noticing” can be supported by displays of things I collect where others can observe and talk to me about what I have found or I can share my knowledge about the Autumnal observations I have made.  Explain/ record/ predict / what happens to fruit and vegetables over time.  Describe, draw, and collect signs of the changes in the seasons.  I can use an electronic till in role play.  I am beginning to understand simple coding.  I use a visual timetable to understand when things happen during the day, using and understanding language such as next, when, after, before. |
| Physical Development | | Expressive Arts and Design |
| I am becoming more aware of how to manipulate pencils, chalks and felt pens to make large shapes in a blank space  I am using my dominant hand.  I am becoming more skilled using both large and small paint brushes for a variety of different purposes.  I and becoming more accurate when tracing over simple shapes and lines. I can also make large shapes and lines in the sir with ribbon sticks.  I can lift a knife and fork to manipulate an object.  I can also use a knife and fork to cut up a soft object in exploratory play such as in the potion area.  I can sit on the carpet and on a chair with control.  I am beginning to manoeuvre myself safely around the indoors and outdoors.  I can make large scale movements like circles, lines, crossing midline and balancing on one leg in games.  I can sing the washing hands song as part of my hygiene routine.  I am demonstrating control and increasing accuracy when moving in different ways such as crawling, jogging, walking , jumping and running.  I am demonstrating increasing accuracy when negotiating space in the hall or outdoors and more aware of other people and objects as I move.  I am beginning to manage large scale equipment at tidy up times outside such as carrying pipes safely, rolling tyres, bikes and scooters. | | Dismantle fruit and vegetables with their fingers using a spoon to explore what is inside. Describe and draw using pencils the inside of the fruits.  Understand that patterns can be produced by printing with fruit that has been cut and that the changes happen when it is cut again.  Use paint and wash, clean and dry the brush before the next application.  Learn a set of familiar rhymes to sing together.  Use body to make instrumental noises to go with stories poems and rhymes.  They show how they can use some beating percussion instruments.  Draw the whole body with support adding in neck, hands, fingers so children begin to see and use these for writing.  Review portraits of different people and discuss. Draw in the other half.  Respond to different types of music using free movement of the whole body.  Know that they can use their imagination to change objects into pretend things using open ended materials and exploring stories such as “ It’s not A Box” and ‘ The Nowhere Box” . ( provide large boxes outside). |
| Literacy Development | | Clubs |
| I can pronounce all set 1 sounds with ease, demonstrating the difference between bouncing and stretching sounds.  I can identify some oral blending of CVC words in games with the teacher.  I am beginning to segment and blend CVC words and possibly some CCVC and CVCC words using set 1 digraphs.  I can read RWI set 1 tricky words with growing independence.  I can join in with a story that associated with the individual phonemes e.g. up Maisie mountain, down Maisie mountain. ( I will have experience of drawring these letter patterns using gross and fine motor skills with a range of tools).  I write my name in a variety of different situations  I can explore different genres for writing across the areas in my play (this will also be stimulated by adults in direct teaching).  I know that I can write about the things that I have been learning at home in my weekend journal. ( supported by our RWINC letter formation mat). | | In school :  Gymnastics to develop good core body strength, balance and coordination planting the firm foundations for fine motor skills. |
| What words or phrases do we want the children to have experience of or use by the end of this half term? | | |
| Would you like to play with me?  You can share mine.  It’s your turn/ you can have a turn.  Those associated with letter formation. | Please, Thank you, Excuse me ,Responsibility  Now next after that, count forwards, backwards, more, less, big, small, tall, short. Circle, triangle, square, rectangle, hexagon, pentagon, octagon.  Bonjour, au revoir  Decompose, seed fruit, Autumn, season. ( associated vocabulary to describe Autumn such as colours, smells and tastes)  Woodblock, drum, triangle,  Before,after,next,when. | |

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| **Visitors, visits and special experiences and family involvement** | Books and poetry |
| Wallsend Park visit 23rd October / Stimulus for week of outdoor observations.  Head teacher to introduce himself.  Dinner staff to introduce themselves and show children the kitchen where lunches are made.  **Love Your Street Initiative**  https://services.northtyneside.gov.uk/sign/Public.Service.aspx?ID=370 | Oliver’s Vegetables  The Enormous Turnip  The Little Red Hen / imitation phase for T4W  Nonfiction books about summer such as holiday brochures children’s magazines in the quiet area.  ‘The Family Book’  ‘The Big Umbrella’  ‘Dogger.’  ‘What If We Were All The Same ‘  Use this resource then list useful books received.  ***PLEASE SHARE WITH ALL STAFF***  *It’s time to submit all project requests for books, including fiction and resources that staff may require for the Autumn term. Please see attached project request form and details of the range of resources and services we offer in the attached subscription pack. Check out our full range of exciting and inspiring learning resources.*    *For those schools who get collection and delivery, please try to get all staff to have everything packed up ready for collection this week****.****we appreciate some staff may be having to isolate at home so if there are problems in doing this, please let us know.****We are open throughout the summer holidays, at present there is NO PERSONAL ACCESS TO SLS.***    *Kind regards,*    *Marion*  *I love my hair Natasha Anastasia Tarpley*  *What I like about me Alia Zobel-Nolan.* |
| Vulnerable children | Continuous and enhanced provision. |
| **Speech and language** programmes to deliver.  Keep up **phonics** groups.  **Fine motor and coordination** practise/ use gymnastics to assess future needs each week  **Listening and attention** / sitting spots / games and activities to encourage following instructions. Assess using listening and attention in eyfs as well as using the games that are then signposted . | Potion making opportunities for sensory development. Such as pinecones, leaves, herbs, stir with sticks  Use potion area to dismantle fruits such as pumpkins for fine motor skills.  Potion area used to crush things for fine motor strength with mortar and pestle.  Large scale construction developing upper body strength and balance and coordination.  Stage to express favourite music using boom box.  Water available with a range of metal pouring vessels available.    Opened block play / stimulus could include people and families so children can freely express family life.  Box play ( see book stimulus in arts) small scale in and large scale outdoors.  Small world dolls house then later a farm leading into harvest learning.  Outdoor role play farm shop.  Indoor : What ever you want to be and follow children’s interests to drip feed in any passions. |