



Autumn 1- Ourselves

Medium term plan

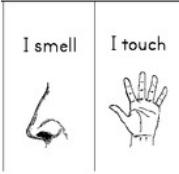


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Important events	Children to start Staggered intake 6 new children per day BASELINE ASSESSMENTS Book assessments National pilot Observations				Neil Farmer Wednesday	Teddy bears picnic in Black park Friday 11 th October	Phonics/HF words assessment	
Writing focus	Focus text: Whatever next I must put the pictures in order. I should say what's happening in the pictures. I could use my phonics to write key words.	Reading M and a sound I must identify the sounds I should identify the sounds in pictures I could identify the end sounds	Focus text: Whatever next I must say what baby bear took the beach I could write initial sounds I should write the sounds I hear in words.	Goldilocks and the 3 bears Reading I must match the objects to the bears I should select the initial letter for the labels I could select the other sounds I hear	Goldilocks and the 3 bears Making porridge Shopping list I must say what ingredients I need to buy I should write the initial sounds of words I could write words	CVC words I must write the initial sounds I should write the sounds I hear in CV words I could write a simple sentence	Titch What did titch have in the story? Making a list	
Maths focus	Counting to 10 and ordering	Concrete Counting correspondence	Missing numbers	One more	One less	2D shapes		

			<p>I must count I should say how many there are I could write and order the numbers</p>	<p>I must count the objects I should choose the correct number to show how many I could use the mathematical language more and less</p>	<p>I must count in 1's and write how many. I should order the number strips. I could talk about the numbers.</p>	<p>I must count in 1's. I should find the missing numbers. I could show how many.</p>	.	<p>I must name the shape. I should say what a 2D shape is. I could describe the shape.</p>
PSED	<p>Rules Expectations Learning choices/learning environment Behaviour Learning wall Focus: children's self-confidence to adapt to new environment.</p>	<p>Circle time: Pass a smile... My favourite learning choice I made was... What are our class room rules? Focus: children's self-confidence to adapt to new environment.</p>	<p>Circle time: Pass a smile... Feelings I felt happy when... I felt excited... Aware of own feelings, and knows that some actions and words can hurt others' feelings</p>	<p>Circle time: Pass a smile... Warm fuzzy and cold prickly. What makes a good friend?</p>	<p>Circle time: Show and tell bring in something special you have made at home. Expresses own preferences and interests. Welcomes and values praise for what they have done.</p>	<p>Circle time: Pass a smile... How do we look ourselves? - Healthy food - Hygiene - Routines - Spirituality</p>	<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	

CL		<p>Listening to others on the carpet</p> <p>Listening to stories with increasing retention and recall</p> <p>I can join in with favourite rhyme and stories</p> <p>I can stop and listen in relation to routines.</p> <p>I can respond to simple instructions.</p> <p>I can tell you about something that happened yesterday.</p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p>	<p>Introduce Talk partners.</p> <p>Listening to others on the carpet</p> <p>Listening to stories with increasing retention and recall</p> <p>I can join in with favourite rhyme and stories</p> <p>I can stop and listen in relation to routines.</p> <p>I can respond to simple instructions.</p> <p>I can tell you about something that happened yesterday.</p>	<p>Introduce learning detectives.</p> <p>Understands use of objects</p> <p>Uses a variety of questions (e.g. what, where, who).</p> <p>Uses simple sentences (e.g.' Mummy gonna work.'</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to understand 'why' and 'how' questions.</p>	<p>Beginning to understand 'why' and 'how' questions.</p> <p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p>	
PD		Fine- Funky fingers focus:	Fine- Funky fingers focus:	Fine- Funky fingers focus cutting!	Fine: Funky fingers focus:	Fine: Funky fingers focus:	

		<p>Following a dotted track, focus on correct pencil control & following a track using counters.</p> <p>Gross: bikes, using the PD obstacle course safely and correctly.</p>	<p>beads and string.</p> <p>Following a dotted track (pencil grip, control focus)</p> <p>Gross: bikes, using the PD obstacle course safely and correctly.</p> <p>Moving in different ways.</p>	<p>Using scissors safely. Cutting patterns.</p> <p>Gross: bean bags and hoops.</p>	<p>Sorting seeds using small pickers.</p> <p>Making repeated patterns.</p> <p>Gross: moving in different ways on mats.</p>	<p>Making phonics sounds using beads and threading.</p> <p>Gross: throwing and catching a ball.</p>	<p>Fine and gross motor skills focus based on gap identified.</p>							
KUOW		<p>Myself</p> <p>I must draw myself.</p> <p>I should talk about what I like.</p> <p>I could share my work with my class.</p> <p>What makes me special? Topic of discussion.</p> 	<p>My family</p> <p>Who lives in your home?</p> <p>I must draw who lives in my home.</p> <p>I should say who they are.</p> <p>I could say what makes me different to my family members.</p> 	<p>Body parts</p> <p>I must make a body.</p> <p>I should name and talk my body.</p>	<p>5 senses</p> <p>I must name 5 senses.</p> <p>I should talk about how I use them.</p> <p>I could talk about how some people have disabilities.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>I see</td> <td>I hear</td> <td>I taste</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	I see	I hear	I taste				<p>Healthy eating</p> <p>I must say which foods are healthy and unhealthy.</p> <p>I should decide what food items I want to bring.</p> <p>I could talk about my choices.</p> <p>Children to have a healthy class picnic.</p>	<p>Eats a healthy range of foodstuffs and</p>	
I see	I hear	I taste												
														

				<p>I could draw and talk about the body parts I can't see.</p> 		<p>understands need for variety in food.</p>	
EAD	<p>Self portrait Looking through a mirror to identify features. Using lots of different materials.</p> 	<p>Painting a significant person.</p>	<p>Rocket making</p> 	<p>3D masks and bowls</p> 	<p>Making porridge! What toppings would you like on your porridge?</p>	<p>Junk modelling Can you make design and make your own lunch box?</p>	<p>Repeated patterns using shape sponges</p>

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