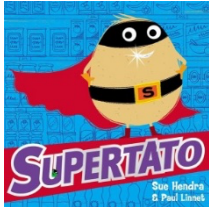
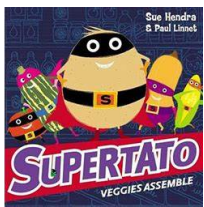
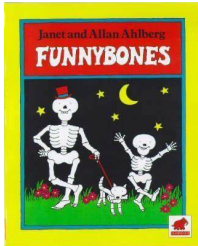
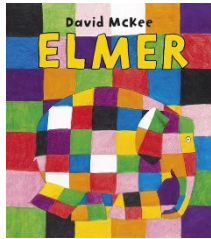


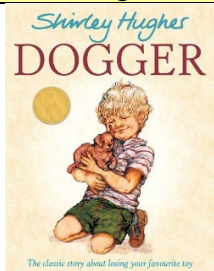
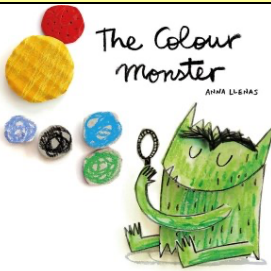
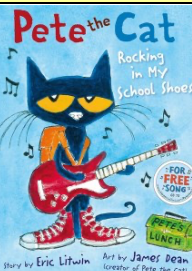
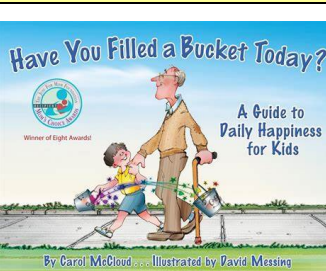


Medium Term Plan – Autumn 1



All About Super Me!

Texts used	   																			
Area of learning	Thresholds Concepts	Revisit throughout the year																		
Communication and Language	<p>Phonology: Little Wandle Reception Autumn 1</p> <table border="1"> <thead> <tr> <th></th><th>Phase 2 graphemes</th><th>New tricky words</th></tr> </thead> <tbody> <tr> <td>Week 1</td><td>s a t p</td><td></td></tr> <tr> <td>Week 2</td><td>i n m d</td><td></td></tr> <tr> <td>Week 3</td><td>g o c k</td><td>is</td></tr> <tr> <td>Week 4</td><td>ck e u r</td><td>I</td></tr> <tr> <td>Week 5</td><td>h b f l</td><td>the</td></tr> </tbody> </table> <p>Listening: Listen to others 1:1 in small groups and whole class. Enjoy listening to stories and remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Know how to listen carefully and why listening is important.</p> <p>Talking: Engage in story time.</p>		Phase 2 graphemes	New tricky words	Week 1	s a t p		Week 2	i n m d		Week 3	g o c k	is	Week 4	ck e u r	I	Week 5	h b f l	the	<p>Learn new vocabulary</p> <p>Use new vocabulary in different contexts</p> <p>Use new vocabulary throughout the day in discussions and conversations.</p> <p>Learn new stories, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Use talk to organise themselves and their play.</p>
	Phase 2 graphemes	New tricky words																		
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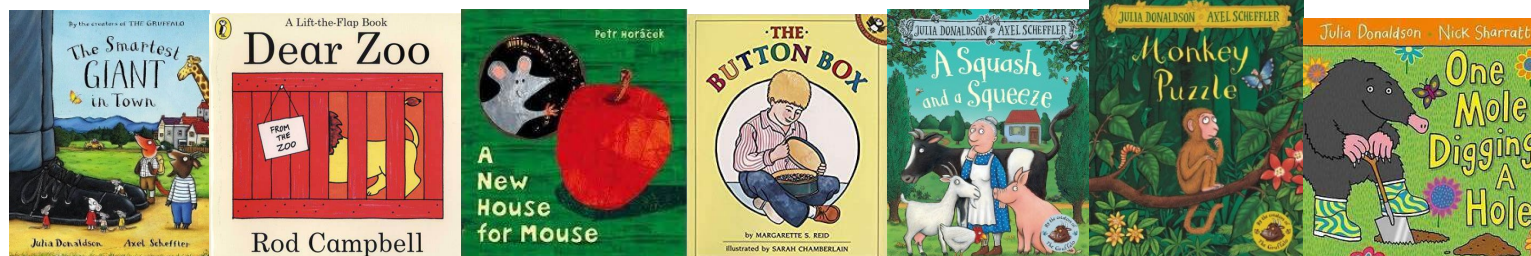
	<p>Retelling stories through looking at pictures in books Use sentences of 4-6 words. Know a repertoire of songs (nursery rhymes / number counting songs) Know some social phrases eg; Good Morning</p> <p>Joining in: Join in with repeated refrains and anticipate key events and phrases in stories or rhymes. Know how to respond appropriately when asked Joining in during snack time conversations / circle time</p>	
Physical Development	<p>Strength: Quigley Ready to Learn 6 week programme focussing on building core strength, shoulder strength and midline crossing.</p> <p>Gross Motor Skills: Complete PE: Gymnastics – ‘High, Low, Under, Over’ Locomotion – ‘Jumping 1’ Twice weekly Outdoor Learning Forest sessions – tree climbing, den building, negotiating the forest.</p> <p>Fine Motor Skills: Clever fingers daily</p>	Continue to develop the overall body strength, co ordination, balance and agility needed to engage successfully with future physical education sessions.
	   	



Personal, Social and Emotional Development	<p>Jigsaw Lessons: Being me in my world. Self identity, Understanding feelings, Being in a classroom, Being gentle, Rights and responsibilities.</p> <p>Becoming me: Mental Health Know that all feelings are ok. Know how to recognise own feelings, talk about feelings using words like happy, sad, angry. Begin to understand how others might be feeling. Know that they can rely on their teachers for support if they are worried. Know what they like / do not like. Know there are rules in the classroom to follow and expectations for behaviour</p> <p>Becoming a friend: Self image and Relationships Play with one or more children, extending and elaborating play ideas. Develop social skills and developing friendships</p> <p>Becoming a citizen: Economic well-being and taking responsibility Know the behaviour expectations for Rabbit Class and Shorne School. Know that following rules is important. Working well together to keep class rules and earning positive rewards Know how to engage in positive interactions with adults and peers. Know how to organise themselves in the morning eg; bookbag in tray, coats on peg, snack and bottles in group colour tray etc.. Know how to manage their own personal hygiene – toilet, wash hands,</p>	<p>Continue to develop skills of using gestures, non verbal communication, facial expressions, body language, appropriate language and vocabulary. To listen to others, speak to peers and adults and engage in discussions in a positive way.</p> <p>Introduction of Zones of regulation – 2 zones</p> <div><div><table><tr><th colspan="2">Blue Zone</th></tr><tr><td>sad</td><td>tired</td></tr><tr><td>sick</td><td>moving slowly</td></tr><tr><td>tired</td><td></td></tr></table></div><div><table><tr><th colspan="2">Green Zone</th></tr><tr><td>happy</td><td>calm</td></tr><tr><td>feeling ok</td><td>focused</td></tr><tr><td>ready to learn</td><td></td></tr></table></div></div>	Blue Zone		sad	tired	sick	moving slowly	tired		Green Zone		happy	calm	feeling ok	focused	ready to learn	
Blue Zone																		
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Literacy	<p>Reading words: Recognise some familiar words in print – name or advertising logo Enjoys listening to and joining in with stories and songs.</p>	<p>Enjoy joining in with rhyme, songs and poems.</p>																



	<p>Children joins in with nursery rhymes and rhyming games Word reading – be able to discriminate sound and begin to orally segment and blend – see Little Wandle overview</p> <p>Understanding texts: Listen and enjoy sharing a range of books Know how to hold a book correctly and handle with care. Know that a book has a beginning and an end. Know how to hold the book the right way up and turn some pages appropriately. Know that text in English is read left to right, top to bottom. Know the difference between text and illustration. Recognise that illustrations help to understand what is happening in the story.</p> <p>Handwriting: Mark making with a purpose Know that writing communicates meaning Knows how to draw lines and circles.</p> <p>Sentence writing and sharing with others: Writing their name – tracing, copying or independent Mark making – pictures / symbols linked to stories or child initiated play.</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read book consistent with their phonic knowledge.</p> <p>Library: Parent and child library sessions after school every Monday. Select a book from the Key Stage 1 library to take home and share with parents.</p> <p>Home reading books: Books matched to child's phonic ability sent home to consolidate learning. Changed twice weekly.</p> <p>Guided Reading sessions: Children read in groups matched by ability. Books read match phonic ability.</p>
Maths	<p>White Rose Maths: Just Like Me! Baseline – 3 weeks. Carry out Statutory Baseline Assessment Opportunity to settle in. Introduce the areas of provision inside and out and get to know the children's mathematical knowledge through play.</p>	



Coverage	Ongoing Guidance
<p>Count Objects: Counting by rote, counting aloud, clapping, stamping, drumming etc.. nursery rhymes, counting songs, using fingers to represent numbers.</p>	Encourage children to put objects in a line so they have a clear start and end point, actions and sounds.
<p>Subitise: perceptual subitising</p>	Start by subitising and counting objects that are identical before moving onto slight differences eg; colour, size. 5 frames can be used to support children to subitise and compare numbers within 5.
<p>Matching and sorting into groups; same, different, colour, size, group.</p>	<p>Show collections of objects can be sorted into sets based on attributes such as colour, size or shape. Understand the same collection can be sorted in different ways, discover own criteria.</p> <p>Lining up sorting – if you are packed lunch / cheese wrap etc.. line up</p>
<p>Comparing amounts: equal, more than, fewer than</p>	Understand when making comparisons a set can have more items, fewer items or the same as another set. It is easier to make comparisons when the difference between sets is greater



	Comparing size, mass and capacity: big/little, large/small, short/tall, tallest/shortest.	Specific language introduced such as tall, short or long. Encourage using specific vocabulary to describe what they notice.
	Exploring pattern: making simple patterns, odd one out, exploring more complex patterns.	Copy, continue and create own simple repeating patterns. Provide patterns with at least 3 full units of repeat. Say the pattern aloud to help identify the part which repeats and supports to continue AB patterns in a range of contexts eg; shapes, size, actions, sounds. Builds patterns vertically and horizontally.
Understanding the World:	<p>History: Know members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p> <p>Geography: Know that features of their immediate environment can be represented with objects on paper. Know common signs and logos.</p> <p>Ecology: Explore the natural world by participating in twice weekly Outdoor learning nature school sessions. Know how to show respect and care for the environment and all living things</p> <p>Design and Technology: Explores through play a variety of construction materials – duplo, building blocks etc.. mastering practical skills.</p> <p>Science: Know the environment they live can change through the seasons. Describe what they can see, hear and feel outside.</p>	



	Look at the senses Look at bones, skeletons, growth.	
Expressive arts and design	<p>Visual Arts; Know the names of colours Experiment with different materials and mediums of printing and mark making Experiment with colour mixing Look at artist Giuseppe Arcimboldo – using fruits and vegetables to create portraits.</p> <p>Music: Experiment with different instruments and the sounds they make during child initiated time Charanga Songs: Pat-a-cake 1,2,3,4,5 Once I caught a fish alive This old man Five little ducks Name song Things for fingers</p> <p>Dancing: Can move in a variety of ways – copies movements shown by the teacher during singing and movement sessions</p> <p>Playing and pretending: Role play experiences Deconstructed role play</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Take part in simple pretend play often based on familiar experiences eg; making dinner</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p> <p>Develop story lines through small world or role play.</p>
RE	Big Question: Who is God?	Daily Worship Link Bible Stories to our school values:



	Children look at what the Bible says about God the creator of the universe and everything that is in it.	Respect Community Resilience
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