

St Peters CE Primary Autumn 1 Term Medium Term Planning ‘All About Me’ and ‘My School’

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| **Prime Areas** | | |
| **Seven Features of Effective Practice** | **Areas** | **LEARNING OBJECTIVE(S)**  **We will be learning to…** |
| The best for  every child  High quality  Care  The curriculum  what we want  children to learn  Pedagogy  helping children  to learn  Assessment –  checking what  children have  learnt  Self- regulation  and executive  function  Partnership  with parents  Autumn Png Leaf - Autumn Leaf Png | Transparent PNG Download #265232 -  Vippng | **Communication and Language** | **Listening, Attention and Understanding**   * *Understand a question or instruction that has two parts* * *Understand ‘why’ questions* * Understand how to listen carefully and why listening is important * Learn new vocabulary linked to daily routine / theme * Begin to engage in story time * Join in with repeated refrains / fill in rhyming words * Listen to and begin to talk about stories to build familiarity and understanding * Discuss characters, events, setting *… character, what happened* , *make simple predictions* * Listen carefully to rhymes and songs and begin to pay attention to how they sound * Learn rhymes, songs & poems -*use song box during end of day* * Anticipate words, begin to adapt phrases*(with support)*       **Speaking**   * Use new vocabulary throughout the day- *link to text and UTW* * Begin to ask questions to find out more and to check they understand what has been said to them * Begin to articulate their ideas and thoughts in well-formed sentence * Begin to connect one idea or action to another using a range of connectives*… because, although, but...* * Begin to describe events in some detail – *model clear speech* * Develop social phrases  *-can I play? My turn, your turn, what are you playing? Do you want to play?* * Focused & linked texts – within small world / role play |
| **Personal, Social and Emotional Development** | **Self-Regulation**   * Begin to express feelings and consider the feelings of others * Identify and name emotions *… emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited* – use emotions wall * Link book character’s emotion to own experiences *… expression, mood, feeling/emotion* * Begin to set own goals and show resilience and perseverance in the face of challenge – *have a go* * Begin to identify and moderate own feelings socially and emotionally * Focus on □ keeping *calm* □ being *patient* □ waiting for a *turn* □ *sharing* □ tidying up after themselves   **Managing Self**   * Manage own self-care needs *… fasten coat, water bottle, toilet etc…* * Develop confidence to try new activities and show independence * Access all types of enhancements (indoors & outdoors) * Toothbrushing – importance and how *… clean, decay* * Talk about importance of daily exercise and healthy eating *… exercise, healthy / unhealthy, heartbeat, fit*   **Building Relationships**   * Begin to see self as a valuable individual * Describe self, positively *… proud, special, love ( ‘I like Being Me’- link to jigsaw)* * Begin to build constructive and respectful relationships |
| **Physical Development** | **Gross Motor Skills**   * Revise and refine the fundamental movement skills they have already acquired: - *rolling - crawling - walking - jumping - running - hopping - skipping – climbing* * Engage in and develop confidence in actions * Begin to develop overall body-strength, balance, co-ordination and agility. * Use above actions, within obstacle courses *… balance, obstacle, spatial, prepositions* * Set own physical challenge *… challenge, goal* * Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor *… straight, upright, flat* * Change movements / directions quickly * Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group * Understand rules and reasons- *class charter, steps to success, growth mindset, star of the week*   **Fine Motor Skills**   * *Use a comfortable grip with good control when holding pens and pencils* * Consolidate tripod grip – *take baseline grip, model correct hold* * Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently. Handwriting practise, *Challenges in fine motor area* * Ensure regular engagement and develop confidence in use of tools*… grip, steady, snip, twist, curve, straight*       *Autumn 1- Spatial awareness and Dance/movement* – First PE scheme |

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| **Specific Areas** | | |
|  | **Areas** | **LEARNING OBJECTIVE(S)** |
| Pathways to Write- Autumn 1  -Peace at Last/Homes | **Literacy Development** | **Reading:**Comprehension / Word Reading   * Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary. * Recall key events *… event* * Talk about main characters…*character, beginning, middle, end* * Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment * *Understand the five key concepts about print, with a focus on* -*Left to right* /*1-1 correspondence … word, letter, first / last*   *Continue to develop P1 phonological awareness, focusing on;*   * Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting*… blending, segmenting* * Read individual letters by saying the sounds for them  - begin phase 2 ELS * Blend sounds into words, so that they can read short words made up of known GPCs * Read cvc words * Begin to read a few common exception words -*I, go, to, the, no, into … Harder to read and spell words*     **Writing:**   * *Write name correctly* – practice every day. * *Use some of their print and letter knowledge in their early writing* * Begin to form lower-case letters correctly- in ELS sessions. Extra handwriting support for those targeted. * Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs *… spell* * Use □ initial sounds □ VC □ CVC words * Write labels * Oral rehearsal / vocabulary * Writing challenges in provision and guided write linked to text |
| **Mathematics developments** | **Numerical Pattern / Number**   * Recite numbers to 10 * Forward & backward * Break counting chain (not always starting from 1) * Talk about position … *before, after* * Count objects, actions and sounds ,Up to 5 * Count objects in an irregular arrangement * Subitise 3 / 4 objects (quick recall without counting) * Matching children to images in workshop areas * Fast recognition of dice patterns * Link the number symbol (numeral) with its cardinal number value to 5 * Compare quantities up to 5 … *more than, less than, fewer, who has one more / less* * Understand ‘one more/less than’ to 5 * Use sentence with support … *Three is one more than two* * Using variety of resources … *more, less, makes, equals, altogether* * Use a range of resources * Have number and representations in provision areas- numbers in the environment       **Shape, Space & Measure**   * Select, rotate and manipulate shapes in order to develop spatial reasoning skills * Create shape picture …consolidate …*2D shape names* * Sort and match, compare sets. * Put shapes together to make new shape … *fit, turn* * Continue, copy and create repeating patterns * Begin to compare length, weight and capacity * Order 2-3 items by length / weight *… heavier/est, lighter/est, longer/est, shorter/est*     **See ‘white rose’ small steps and list of objectives- Autumn term.**  **Complete National Baseline by end of week 3.** |
| **Understanding the World** | Autumn Png Leaf - Autumn Leaf Png | Transparent PNG Download #265232 -  Vippng**Past and Present**   * *Begin to make sense of their own life-story and family’s history* * Begin to comment on images of familiar situations in the past * When Mum and Dad were little … *past, history, long ago* * Discuss how we have changed and grown. * Timeline- my life. * My home, my family- link to Jigsaw   ***People, Culture & Communities***   * Talk about members of their immediate family and community * Describe family members … *grandparent, older, younger* * Understand that there are many different types of families *…parent, stepsister / brother / mum / dad, similar, different* * Name and describe people who are familiar to them * People in their local / school community… *site manager, office manager, lolly pop person, teacher, head teacher* * Get to know the school building and key landmarks/occupations.- go on tour * Begin to understand that some places are special to members of their community * Talk about special places they go with their family… *places of worship visited by children* * Understand how different people celebrate birthdays – share stories * Develop a knowledge and awareness of other festivals … *Harvest*   **Natural World**   * Explore the natural world around them * Leaves □ sort by shape/size  - collect * Describe what they see, hear and feel whilst outside * Leaf shape, size & colour*… shape and colours words e.g. long, spiky, gold, rust, orange* * Understand the effect of changing seasons on the natural world around them – Summer to Autumn, Autumn into Winter * Observe / talk about changing □ seasons *… season, summer, autumn, winter*□ changes in autumn … *temperature, change, hibernation, darker, weather, wind* -Pumpkin Soup |
| Autumn Png Leaf - Autumn Leaf Png | Transparent PNG Download #265232 -  Vippng | **Expressive Arts and Design** | **Creating with Materials**   * *Draw with increasing complexity and detail, such as representing a face with a circle and including details , draw family member and friends- label* * *Show different emotions in drawings and paintings* – *draw charcaters from peace at last and family* * Safely use and explore a variety of materials and tools , begin to use scissors- model * Explore new techniques * Talk about new creations * Begin to return to and build upon previous learning     **Being Imaginative & Expressive**   * *Take part in simple pretend play* - *role, pretend, imagine* * *Begin to develop complex stories using small world equipment* * Begin to develop storylines in their pretend play – including those linked to focus text *… story language, character, beginning, middle, end* * Begin to listen attentively, move to and talk about music, expressing their feelings and responses * How does the music make me feel? *… emotions vocabulary (see PSE)* * Sing in a group or on their own * Engage in circle time and partner songs * Begin to explore and engage in music making and dance – *PE lessons and free dance- use outdoor stage* * Invent and dance / play music to show different emotions *… emotions vocabulary (see PSE)* |

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| **Characteristics of Effective Learning** |
| **Playing and Exploring** - engagement  Showing curiosity about objects, events and people.  Pretending objects are things from their experience.  Representing their experiences in play.  Acting out experiences with other people.  Showing a ‘can do’ attitude. Growth mindset. |
| **Active Learning** - motivation  Persisting with an activity.  Showing high levels of energy, fascination.  Maintaining focus on their activity for a period of time. |
| **Creating and Thinking Critically** – thinking  Making links and noticing patterns in their experience.  Changing strategy as needed. |

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| **POSTIVE RELATIONSHIPS**  - Events to develop home/school links, with other professionals .... | **ENABLING ENVIRONMENTS**  **-** Developing the learning environment, making links with the community ... |
| EYFS workshop for parents- all about the curriculum. Expectations.  Meet the teacher. | Parent ‘how to’ with Tapestry. Drop in.  Focus on numerate and literate environment.  Visit to school field. UTW. |

**TEAM REFLECTION / EVALUATION: (To review part way through half term also)**

**Possible activities**

**Physical Development**

Move in different ways indoors and outdoors.

Use core muscles to sit on carpet.

Explore equipment outdoors.

Begin to use equipment safely.

Explore pencil grip- baseline.

Complete finger gym activities- threading etc.

**Personal, Social and Emotional Development**

Read stories about emotions- identify and express different emotions.

Talk about how we feel.

Link emotions to characters.

Manage own needs- hang coat up and find tray etc.

**Communication and Language**

Talk about our experiences during holidays.

Daily routines e.g., tidy up time, challenges, listening rules.

Enjoy stories about starting school and change. ‘Invisible String and ‘Starting School.’ Discuss emotions.

Speaking and listening circle times.

Understand how to listen carefully and why listening is important.

* Learn new vocabulary linked to daily routine / theme



**Settling into School**

**Week 1 and 2**

**Literacy Development**

Oral retelling of stories- about school and myself.

Draw images and write labels to represent a story.

To begin to write own name. Label drawing.

Write name and draw myself.

Enjoy stories.

Sing rhymes as a group.

Begin to recognise and name letters and sounds. Phase 2.

Read and write CVC labels with support.

Make marks confidently.

**Understanding the World**

Talk about families- describe families.

Describe self and compare to peers.

Learn about school building and surroundings.

Investigate new setting- people and building.



**Vocabulary**

School

Reception

Myself

**Trips/Visits/Events**

Begin NFER Baselines.

**Expressive Art and Design**

Explore continuous provision- use tools and resources.

Begin to use stories in construction, small world andimaginative play.

**Maths**

White rose- Settling in activities , collecting information.

Begin baselines

Sing number rhymes, recognise numerals to 5. Count to 10 forwards and backwards.

Count from any number.

**Additional Topics:**

**Computing**- ipads

**Understanding Christianity**- **RE**- I am Special.

**Jigsaw- PSHE**- Being in My World

**Music-** Hey Me!

**Possible activities**

**Communication and Language**

Talk about families, events in lives.

Daily routines e.g., tidy up time, challenges, listening rules.

Enjoy stories about starting school and change. ‘Invisible String and ‘Starting School.’ Discuss emotions.

Speaking and listening circle times.

Understand how to listen carefully and why listening is important.

Learn new vocabulary linked to daily routine / theme

**Physical Development**

Move in different ways indoors and outdoors- act out Mr Bear’s different movements.

Finger frenzy- do different clothes fastenings in a minute!

Make a paper aeroplane to fly outside.

Begin to use equipment safely- cut out characters.

Retell story use gross motor movements on large paper.

Complete finger gym activities- threading etc.

**Personal, Social and Emotional Development**

Discuss Mr Bear’s feelings throughout the story.

Talk about how we would feel. Discuss your bedtime routine.

Link emotions to characters.

Set up home corner as Mr Bears home- act out story there.



**Peace at Last**

**Week 3, 4 and 5**

**Understanding the World**

Investigate light and dark, with torches.

Compare your family and Bear’s family.

Map of Mr Bear’s house.

How does the paper aeroplane fly? Discuss and investigate.

Find out about Bears and other nocturnal animals.

Listening walk in local area.

Discuss sleep and healthy living.

**Literacy Development**

Oral retelling of story- order and read the story in reading area.

Use props to retell story and make story sack.

Draw images and write labels to represent story.

Label characters.

Read and write CVC labels with support.

Write caption and words to retell the story.

**Vocabulary**

Peace

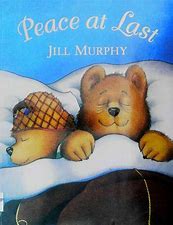
Nocturnal

tired

**Trips/Visits/Events**

Visit the field.

Complete NFER Baselines.



**Expressive Art and Design**

Explore instruments and loud and quiet sounds. Listen to peaceful music.

Make masks for role play. Make night and day pictures. Patch work collage Mr Bear’s quilt.

**Maths**

**Match, sort, Compare. Measure and patterns.**

Use compare bears- sort with size. Sort animals from the book- count how many in each group. Compare footprints and measure. Weigh bears- heavy/light.

Count within 5.

Make patterns for Bear’s PJs.



**Additional Topics:**

**Computing**- ipads

**Understanding Christianity**- **RE**- I am Special.

**Jigsaw- PSHE**- Being in my World

**Music-** Hey Me!

**Possible activities**

**Physical Development**

Finger frenzy- stack lolly pops to make houses- house of cards.

Begin to use equipment safely- stack and carry.

Use gross motor skills to build.

Make construction area outside into building site. Mix cement and build homes. Survey them.

**Personal, Social and Emotional Development**

Discuss how you would feel if you had to leave your home-

What is special about your home?

Independence- what can you do at home by yourself?

Rules and routines at home and school.

**Communication and Language**

Talk about our experiences at home.

Daily routines e.g., tidy up time, challenges, listening rules.

Enjoy stories about homes.

Speaking and listening circle times.

Understand how to listen carefully and why listening is important.

Learn new vocabulary linked to daily routine / theme .



**‘Homes’**

**Week 6 and 7**

**Understanding the World**

Investigate different homes- in UK and Around the World.

Compare your home and Bear’s home.

Make a map from home to school. How is school different to home?

What other buildings are special in our community?

Where do we all Worship? Learn about Harvest.

What are homes made from? Investigate materials.

Discuss sleep and healthy living.

**Literacy Development**

Non fiction features.

Concepts about print.

Draw images and write labels.

Read and write CVC labels with support.

Write caption and words to label parts of homes and to describe houses.

Phase 2 phonics.

**Vocabulary**

Homes

Construct

Build

**Trips/Visits/Events**

Local walk to investigate different homes in our local area.

Harvest -Church



**Expressive Art and Design**

Paint observational Harvest pictures.

Junk modelling- homes.

Investigate different materials to build and connect.

**Maths**

**Its me, 123**

White Rose Maths

Matching house numbers to people and cars.

Play dice games- to get ‘home.’

Subitise numerals to 5/representations.

House numbers/address.



**Additional Topics:**

**Computing**- ipads

**Understanding Christianity**- **RE**- I am Special.

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**Music-** Hey Me!