

This is an example of our Medium Term Plan, this is subject to change.

We base our curriculum on the Development Matters Framework and follow children's interests as well as following key events the school calendar. This will enable us to revisit skills and knowledge to ensure the children have time to consolidate and embed their learning as well as encounter key learning experiences.

Term	Autumn 1 Term							
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
School values	Respect							
Learning habits	Curiosity							
Real Life Experience	Settling in to new school	Settling in to new school						
Events/Celebrations	Birthdays	Birthdays	Birthdays PTA Fun Run 20 th	Birthdays	Birthdays Little Wandle parent Coffee morning 1 st Oct. Black History Month Harvest Festival (5 th Oct)	Birthdays Individual photos (7th)	Informal Sharing afternoon 2.153pm (17 th Oct)	Diwali (20 th) Parent Consultations (21 st /23 rd) Be Yourself Day (24 th)
Key Texts	Harry and the Dinosaurs, I am too Small for School, Colour Monster, Topsy and Tim Start School, My Family, Your Family, All Kinds of Families, Love Makes a Family							
Communication and Language	The children will; <ul style="list-style-type: none"> - Understand how to listen carefully and think about why listening is important. - Understand 'why' questions - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play 							
PSED	<u>Self- regulation</u> The children will; <ul style="list-style-type: none"> - Learn to see themselves as valuable individuals and celebrate the fact 'it is good to be me!' - Express their feelings and learn to consider the feelings of others. - Learn the classroom rules and routines and begin to build constructive and respectful relationships. 							

	- Express their feelings and learn to consider the feelings of others. - Learn to see themselves as valuable individuals and celebrate the fact 'it is good to be me!'
PD	- Draw and paint pictures of themselves and begin to use small motor skills on tools such as pencils, paintbrushes, scissors, knives, forks and spoons. -Choose the right resources to carry out their own plan. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips in paper with scissors.

	-Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand when mark making. - We will start PE lessons and explore the fundamentals in games, gymnastics and the effects physical movement has on the body recognising the importance of exercise and eating a balanced diet.							
Phonics Little Wandle	Baseline	Little Wandle planning – Phase 2 Sounds S,a,t,p	Little Wandle planning – Phase 2 Sounds, l,n,m,d	Little Wandle planning – Phase 2 Sounds G,o,c,k Tricky word - is	Little Wandle planning – Phase 2 Sounds Ck, e, u, r Tricky word - l	Little Wandle planning – Phase 2 Sounds H, b, f, l, Tricky word - The	Consolidation, plugging gaps	Consolidation- assessment
Reading	Library - exposure to fiction/non-fiction. Sharing stories, respecting library environment and school Keep-up children identified, and additional resources sent home to support learning. Daily stories Core text shared Reading groups- 3 x a week							
Writing	Child- initiated mark making during COOL Time Letter formation- following Little Wandle planning and through phonics sessions & adult-directed learning time as well as child-initiated moments during COOL time. Pencil grips/ fine motor intervention Gross motor movement activities to promote large movements with control in preparation for writing Name cards in environment linked to Little Wandle							

Maths White Rose	<u>Getting to know you (Baseline)</u>	<u>Match Sort and Compare</u> <ul style="list-style-type: none"> - Match objects - Match pictures and objects - Identify a set - Sort objects into a type - Explore sorting techniques - Create sorting rules - Compare amounts 	<u>Talk about measure and patterns</u> <ul style="list-style-type: none"> - Compare size - Compare mass - Compare capacity - Explore simple patterns - Copy & continue simple patterns - Create simple patterns - 	<u>Its me, 1,2,3!</u> <ul style="list-style-type: none"> - Find 1,2,3 - Subitise 1,2,3 - Represent 1,2,3 	<u>Consolidation</u>
Key Vocabulary	Baseline vocab	Match, same, different, object, sort, set, rules,	Bigger, smaller, taller, shorter, longer, heavier, lighter, balance, pattern, repeated	Subitise, altogether, arrange, one, two, three, show, make, represent	
PE Get set for PE	PD assessments inc. stair walking and fine motor control Funky finger activities Dressing and undressing practice inc. shoes, socks and jumpers Hygiene - independence with toileting Fundamentals in games and gymnastics				
Science	<u>Seasonal changes</u>				

	We will carry out Autumn walks, getting to know our environment. We will plant spring bulbs and winter flowers in our EY environment. We will learn about hibernating animals.
Key Vocabulary	Seasons, hibernating, bulbs, animals.
History	We will learn about significant historical, cultural and religious events including Remembrance Day and Diwali. We will make poppies in various art forms and listen to age-appropriate stories. We will learn about Diwa lamps and rangoli patterns.
Key Vocabulary	Story, war, poppy, Diwali, Diwa, light, rangoli, respect.
Music Charanga	<u>Me!</u> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Share and perform the learning that has taken place

Key Vocabulary	Pulse, tempo, rhythm, rap, pitch, congo, high, sounds, rondo, low, sounds, concerto, perform, Funk, unison, groove, phrase, Nursery, rhyme, boogie, percussion
Art	<u>Portraits/ Finding Circles</u> Explore the role of outlines to make features and thick and thin brushes for adding detail Creating shapes including circles (fine-motor control) Diwali/rangoli patterns/ wax resist and water colour Artist focus: Van Gogh, Kandinsky (circles)
Key Vocabulary	What can we see? How can we explore colour? How can we build worlds? How can we explore materials and marks? How can we explore 3D materials? How can we use our bodies to make art? How can we use our imaginations?
Computing	<u>Photographs and Drawing skills</u> Photographs – link to our environment, family photos on our Photo wall. Use iPads to capture pictures of themselves and their friends. Drawing skills – family/pets/house/self-portraits on IWB/iPads Send Purple Mash logins home <u>Cross curricular links</u> Geography – exploring maps (Beebots)
Online safety questions	<u>Building Relationships</u> Do we use technology by ourselves? Why do we have breaks from screen time? What to do when a pop up/advert appears?
RE Emmanuel Scheme	<u>What does the word 'God mean?</u> Discussing how to value things, thinking about important words especially names, finding out about God the VIP, our invisible creator and about how Christians pray 'holy is your name' in the Lords' Prayer. Harvest Festival – Being thankful
Key Vocabulary	VIP, treasure, God, harvest, celebration
PSHE	Class Text 'Colour Monster' and activities to support self-regulation and self-awareness Informal Sharing with parents to support community and 'Parents in Partnership' Developing Class set of rules/ Class Bears to take home/ Class leader of the day and responsibilities Celebrating birthdays Singing familiar songs Creating visual timetables
Key Vocabulary	Feelings, emotions, happy, sad, angry, calm, scared, loved