**Logo

Description automatically generatedBarleyhurst Park Primary**

**Medium term planning *Autumn 1***

**Week 1: On entry assessments/Settling-in; Week 2: On entry assessments/settling-in; Week 3: All about me; Week 4: Changes; Week 5: Our bodies: Week 6: Senses; Week 7: Book Week: “I want my hat”**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Communication and Language** | | | **Physical Development** | | |
| **Listening, attention and Language** | **Speaking** | | **Gross motor skills** | | **Fine motor skills/mark making area** |
| **Morning circle times, Story times, Lesson inputs:**  **Listen to other children in their setting taking turns when speaking.**  **Listen during story time and show an interest in the books being read.**    **Respond appropriately when asked e.g. ‘smart sitting on the carpet’ or ‘put your hand up’.**  **Listen to 1 step instructions.** | **Week 3: ALL ABOUT ME: Speak in well-formed sentences; Learn new vocabulary**  **Week 4: CHANGES: What can you do?: Talk about changes in their lives**  **Week 5: OUR BODIES/ BARRY THE FISH WITH FINGERS: Use talk to organize thinking and activities, and to explain how things work and why they might happen (Focus: Favourite part of my body)**  **Week 6: SENSES/PEACE AT LAST: Talk for writing: Retell the story, once they have developed familiarity with the text, some as exact repetition and some in their own words**  **(Focus: sequencing and oral retelling as whole class)**  **Week 7: BOOK WEEK: take on a role and speak with confidence in front of an audience** | | **P.E: Fundamental movement skills: to be able to run, hop, jump with control and change direction; to be able to take turns**  **Dance: Animal movement dances: To move with control, to show expressions, actions; to repeat a pattern**  **Use of bikes, scooters, balls, climbing frame, mud kitchen and sports equipment to develop gross and fine motor skills** | | **FINGER GYM:**  **Week 1:Weaving pipe cleaners through balls/colander/Monster box**  **Week 2: Pick and sort buttons with tweezers into coloured bowls**  **Week 3: Weave string through family member paper figures**  **Week 4: Marbles on bath mat**  **Week 5: Washing line – hang ‘clothes’ with pegs**  **Week 6: Weave through pine cones**  **Week 7: Tweezers and buttons**  **WRITING/MARK MAKING TABLE: Letter formation every week inc tracing sheets,using different implements and surfaces, sensory resources, Lego letters, foam letters, chalk**  **Use i-pads to develop fine motor skills** |
| **Personal, Social, Emotional Development** | | | | | |
| **Self regulation** | | **Managing self** | | **Building Relationships** | |
| **Following Leo’s rules and routines**  **Know and follow daily routine**  **Building self-confidence: reward stickers, positive feedback, Star reader and writer rewards, reward wall (yellow achievement stars from home), special jobs**  **Managing feelings and emotions (circle times)**  **Willing to try new things, beginning to try a range of healthy foods** | | **Snack and lunch routines: washing hands independently**  **Putting on and taking a coat off, doing zips, hanging up the coat on peg**  **Personal hygiene** | | **Making new friends**  **Responding to others**  **Expressing their own and responding to others’ feelings**  **Asking for help**  **Using polite words and phrases with adults and peers** | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Maths** | | | |
| **Number** | | **Numerical Patterns** | **Shape and Measure** |
| **Week 1: on entry assessments**  **Week 2: on entry assessments**  **Week 3: Count objects, sounds, actions,; recognizing numbers**  **Week 4: Count out objects from a larger amount; link numeral to amount to 5**  **Week 5: Recognize and start to write numbers; Explore composition of numbers to 5**  **Week 6: Recognize and start to write numbers**  **Week 7: Number assessments** | | **Start to recognize repeating and other patterns in the environment**  **Start to recognize numerical patterns , eg. Teens numbers beginning with 1** | **Start to recognize basic 2D and 3D shapes in the environment and in play activities**  **Use language related to measuring (full/empty/half full…) in play activities** |
| **Literacy** | | | |
| **Comprehension** | **Word Reading** | | **Emergent Writing/talk for writing/Monster phonics (see also mark making AREA)** |
| **Sequence events from a familiar story – possibly with the use of prompts for support.**  **Discuss and hear a range of books – non-fiction and fiction.**  **Use texts and images to answer simple questions.** | **Week 1: no phonics**  **Week 2: s a t p; HFW: a, at, as**  **Week 3: i n; HFW: in, it, is, I , an**  **Week 4: m d g; HFW: and, am, dad**  **Week 5: o c k ck; HFW: to, into, go, no, the**  **Week 6: e u r; HFW: get, dog, can, got, on, not, cat**  **Week 7: h b; HFW: up, mum, put, had, oh, him, his, big, has** | | **Week 3: Recognise and write own name; All about me booklets (family names; Mum/Dad); write initial sounds**  **Week 4: Start to write CVC words**  **Week 5: HAP/MAP chn: write labels for our bodies**  **Week 6: HAP/MAP chn: write words for ‘Peace at Last’ sequencing pictures: sounds that the objects make**  **Week 7: Label/write captions for Bear pictures**  **Practise letter formation and writing CV and CVC words each day as part of Monster phonics**  **Writing table and writing hut outside: mark making and writing activities linked to Monster Phonics and topi** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Understanding of the world** | | | |
| **Past and Present** | **People, Culture and Communication** | | **The Natural world** |
| **Week 4: Time line showing baby to adult changes; Talk about changes in their lives** | **Week 3: Talk about themselves and their families, who, and where they live**  **Week 6: Harvest festival: Understand that people celebrate different things** | | **Week 5: Compare body parts between humans and animals**  **Week 6: Use senses to observe the natural world around them; Use sense of taste to try and describe different flavour jellies; Smell different ingredients; Listen to environmental sounds and different instruments; Touch different textures; Observe autumnal colours** |
| **Expressive Arts and Design** | | | |
| **Creating with materials** | | **Being imaginative and Expressive** | |
| **Week 1: Collage Lion plates: select materials and use different tools inc scissors**  **Week 2: Collage self-portraits for display: select different materials; observe facial features and learn/use new vocabulary**  **Week 4: Collage photo frames for family photos (display): select different materials**  **Week 6: Making instruments: select different materials and use a range of joining techniques** | | **Weeks 1- 3: Learn counting songs with actions**  **Week 3: Portrait of family member using iPad: observe facial features carefully, control i-pad**  **Week 4: Draw family in ‘All about me’ booklets**  **Week 5: Hand prints for pink books; Barry the Fish with Fingers painting: choose colours and add collage**  **Learn and perform songs for Harvest festival**  **Week 7: Book week: Act out a role in a short play** | |