

Medium term plan

Theme: All about me

<p>Communication and Language</p> <p><u>Broad Learning Intentions</u> To begin to sustain attentive listening. To develop confidence in speaking to others about their interests. To develop confidence and skills in expressing themselves.</p> <p><u>Key Activities and Starting Points</u> Describe themselves, likes/dislikes, hair colour, eye colour etc. Class pet to go home on a weekly basis with one member of the class. Show and tell.</p>	<p>Physical Development</p> <p><u>Broad Learning Intentions</u> To develop children's control, coordination and development. To begin to show awareness of space, themselves and others. To begin to handle tools, objects, construction materials safely and with increasing control. Children will be taught the importance of physical activity and to make healthy choices in relation to food.</p> <p><u>Key Activities and Starting Points</u> A variety of activities using scissors, paintbrushes, pencils, small construction, dough etc. Using the wheeled toys in the playground. Movement to music and other stimulus in the hall. To learn to use the climbing frame in the playground safely.</p> <div data-bbox="920 759 1384 906" style="border: 1px solid black; border-radius: 15px; text-align: center; padding: 20px;"><h1>Autumn 1</h1></div>	<p>Personal Social & Emotional Development</p> <p><u>Broad Learning Intentions</u> To become used to working as part of a group or class, taking turns and sharing. To become confident in trying out new activities. To begin to form good relationships with adults and peers. To learn new routines and rules. Learn to dress and undress independently.</p> <p><u>Key Activities and Starting Points</u> Circle time activities. Introduction of circle time format. Introduce some circle time games. Introduce the golden rules through discussion. Getting changed for P.E.</p>
<p>Literacy (Reading and Writing)</p> <p><u>Broad Learning Intentions</u> To recognise and look for rhyme and alliteration in stories and poems. Begin to hear and say the initial sounds in words. Understand the concept of a word. Know information can be relayed in the form of print.</p> <p><u>Key Activities and Starting Points</u> Introduce the sounds of Jolly Phonics. Using a variety of familiar and new stories encourage the children to join in with the text. Introduce and label the characters from Oxford Reading Tree. Begin to learn sight words</p>	<p>Expressive Arts and Design</p> <p><u>Broad Learning Intentions</u> To express own ideas and feelings through a variety of media. To make a simple representation of themselves. Choose particular colours to use for a purpose. Begin to build a repertoire of songs. Begin to move rhythmically.</p> <p><u>Key Activities & Starting Points</u> Paint self-portraits. Learn a variety of new songs and related movements. Use 2D shapes as a basis for a variety of art activities including pattern making and printing</p>	<p>Understanding of the World</p> <p><u>Broad Learning Intentions</u> To become familiar with the school environment. To observe, recognise and describe signs of Autumn in the immediate environment. To record findings in a variety of ways. To find out and talk about past and present events in their own lives.</p> <p><u>Key Activities and Starting Points</u> Bring in baby photos (no bigger than A5) and use these as a base to talk about what we could do then and what we can do now. Go for an Autumn walk and record findings.</p>
<p>Mathematics</p> <p><u>Broad Learning Intentions</u> Count reliably up to ten everyday objects. To order and recognise numbers to 10. To use their own methods to solve practical problems. To name common 2D shapes and talk about their properties. To use comparative language such as bigger / smaller and taller/ shorter.</p> <p><u>Key Activities & Starting Points</u> Find objects shorter/taller than themselves Compare sizes of hands and feet. Use everyday routines to talk about numbers. Learn a variety of number rhymes and songs.</p>	<p>What you can do to help: Help your child to recognise their own name and trace or copy the individual letters in the cursive script. Talk about your own family. Look at photographs of different generations and of your child at different stages in their growth and development. Please could you send in a named baby photo of your child (no bigger than A5)</p>	