

	<h1>Heymann Primary and Nursery School. Medium Term Planning.</h1> <h2>Autumn 1</h2>						
Themes	Me and My Family and school Week 1-3 Bear hunt week 3-6						
Enquiry question	What does it mean to belong? What is our special place?						
Misconceptions							
Future Learning	Matisse Collage progression (Norman)						
Vocabulary	Powerful Vocabulary: areas scissors (and which to use) bookbag, water bottle, lunchbox, tray peg. Clothing and body parts: jumper, cardigan dress tights shorts t-shirt. Times of the school day: Morning Buckets, Phonics, maths, English Morning and afternoon Our Community: Teacher, teaching assistant, midday supervisor , Playground, outside area, Nursery playground, hunt, Compare						
	Settling days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literacy 1. Comprehension 2. Word reading 3. Writing See maths medium term plan for star words.	Books about starting school Harry and the Dinosaurs go to school, Charlie and Lola: Starting school, wiffy wilson Name writing and finding my tray/peg label Oi dog- focus on different animal initial sounds and also rhyme. See if any children can guess.	Listen to a story and respond to some questions. Begin to recognise their own name. Hugging tree: Whole school book	Anticipate (where appropriate) key events in stories. Begin to recognise their own name.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Positional language (Mrs Cruickshank's keys)	Cumulative story Structure Embed the story Oozy, stumble, narrow, gloomy	Cumulative story Change part of the story Labelling	Non-fiction Model labelling

Phonics		S and L x 2 Phase 1 x 3	Phase 1	Phase 1/ Introduce THRASS	Phase 2 satp	Phase 2 inmd	Phase 2 gock
Communication and Language 1. Listening, attention, understanding 2. Speaking	Rules and routines for listening on the carpet. Starting and stopping play with a chime.	Listening: Taking turns, carpet place, hands up Understanding: Positional language, follow a two step instruction Speaking: ask for help, respond to a friend, begin to speak in a simple sentence					
Maths – see MTP for white rose, Number Blocks and nrch activities 1. Number 2. Numerical Patterns	Counting songs to watch/listen Numicon boards	Introduce numicon to 5 – careful counting All about numbers 1-5 Number of week 1	Introduce numicon to 10 – careful counting Order the pieces of numicon/match and sort Number of week 2	Number of week 3 Just Like Me - Matching and sorting Find objects that match – including numicon and number of objects Sort – which ones belong/don't belong – guess criteria/rule Drip – language of time – routine of day	Number of week 4 Just like me- Compare amounts Use 5 frames to line up objects to compare A Squash and a Squeeze Drip – language of time – routine of day	Number of week 5 Just Like Me – compare size, mass and capacity Make simple patterns Drip – 2D shape	Number of week 6 It's Me 1,2,3 – representing 1,2,3 Drip - 2D shape
Understanding the World 1. Past and Present 2. People, Culture and Communities 3. Natural World	Set up and discuss timeline: Point to key events and explain we will add pictures for birthdays too!	Mapping the classroom	PPA Use of I-pads Taking photographs	PPA Use of I-pads Taking photographs	PPA Autumn – clothes Deciduous evergreen	PPA Autumn	PPA Autumn- similarities and differences Similar
Expressive Art and Design	Attaching skills- Gluing paper to paper	Cutting: begin with snipping, move onto straight lines and finally cut around a simple shape. Attaching: use PVA glue and glue stick to attach paper to paper Painting: Choose appropriate colour, rinse brush and fill an enclosed space (self-Portrait					

1. Creating with Materials 2. Being Imaginative and Expressive	Snip with easy grip scissors/scissors	Drawing: Draw simple shapes to represent ideas and talk about what they have done Collage: With adult support choose materials to represent ideas. Matisse The snail week 3 and Bear hunt					
	Counting songs						
Physical Development 1. Gross motor 2. Fine Motor	FM draw simple shapes. Copy and trace letters Health and safety routines inside and outside. Knowing how to play safely outside and the risks.	FM draw simple shapes. Copy and trace letters	FM draw simple shapes. Copy and trace letters	Copy and trace letters Begin to use tripod pencil grip Correct pressure to make marks	Copy and trace letters Begin to use tripod pencil grip Correct pressure to make marks	Copy and trace letters Begin to use tripod pencil grip Correct pressure to make marks	Copy and trace letters Begin to use tripod pencil grip Correct pressure to make marks
Personal, Social and Emotional 1. Self regulation 2. Managing Self 3. Building Relationships	1. Washing hands/routines to get food, drink and look after my needs. 2. Clear expectations set by teacher 3. Name of my teacher, familiarity with children in my class. Knowing which room is my base	Being Me In My World To understand how it feels to belong and that we are similar and different...	Being Me In My World To start to recognise and manage feelings	Being Me In My World Understand how we need to work with others to make school a good place	Being Me In My World Understand why it is good to be kind and use gentle hands.	Being Me In My World Start to understand children's rights and this means we should all be allowed to learn and play.	Being Me In My World To learn what being responsible means.