

Medium Term Planning 1b		
Our World/ Habitats (The Natural World UtW ELG)		
Week 1 – 3: The Journey Home. Week 4 – 6: The Penguin Who Wanted to Find Out. Week 7 – 8: Martha Maps It Out.		
Prime Areas of Learning		
Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Learn to use the toilet with help, and then independently. Are talking about their feelings in more elaborated ways: “I’m sad because...”. (B-3) Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important (3-4). See themselves as a valuable individual. Build constructive and respectful relationships. Express</p>	<p>Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play. Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. Understand simple questions about ‘who’, ‘what’ and ‘where’. (B-3) Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult. Use a wider range of vocabulary. Sing a large repertoire of songs. (3-4). Learn new vocabulary. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. Choose the right resources to carry out their own plan. 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. (3-4) Progress towards a more fluent style of moving, with developing control and grace. Develop the</p>

<p>their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs: - Personal hygiene. (Rec)</p> <p>Activities</p> <p>Zones of Regulation Emotions display – how do you feel today?</p> <p>PSHE activities and stories</p> <p>Sharing activities and books</p> <p>Anti-Bullying week (w/b 13/11).</p>	<p>events in some detail. Learn rhymes, poems and songs. Engage in non-fiction books. (Rec)</p> <p>Activities</p> <p>Daily Phonics Sessions</p> <p>Daily Story Sessions – answering questions, retelling stories</p> <p>Nursery Rhyme Time</p> <p>Conversation – modelled by adults</p> <p>Themed songs/NR:</p> <p>Nursery Rhyme Week themed activities:</p> <p>Mon 13th Nov: Jack and Jill</p> <p>Tues 14th Nov: Hickory Dickory Dock</p> <p>Wed 15th Nov: Head, Shoulders, Knees & Toes</p> <p>Thurs 16th Nov: Row, Row, Row Your Boat</p> <p>Fri 17th Nov: The Wheels On The Bus</p> <p>Christmas cards.</p> <p>Nativity songs – The Bossy King</p> <p>Jingle Bells / When Santa got stuck up the chimney / Away in a Manger</p>	<p>overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (Rec)</p> <p>Activities</p> <p>Squiggle Whilst You Wiggle</p> <p>Dough Disco</p> <p>Name writing</p> <p>PE – whole class</p> <p>Outdoor Learning</p> <p>Making Christmas decorations and cards.</p>	
Specific Areas of Learning			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Make marks on their picture to stand for their name. (B-3) Understand the five key concepts	Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language. Notice patterns and arrange things in patterns. (B-3) Develop fast recognition of up to 3 objects,	Make connections between the features of their family and other families. Notice differences between people. (B-3) Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see,	Enjoy and take part in action songs. Start to develop pretend play, pretending that one object represents another. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what

<p>about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. (3-4) Write some or all of their name. Write some letters accurately. (3-4) Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. (Rec)</p> <p>Phonics FFT – Success for all Phonics Phase 1 The Journey Home The Penguin Who Wanted to Find Out Martha Maps It Out Christmas stories Nativity Story</p> <p>Activities Re-telling stories. Black Pen Drawings. Ordering story with picture prompts. Acting out story with masks & puppets. Re-enacting the character's repeated refrains.</p>	<p>without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Talk about and explore 2D and 3D shapes, using informal and mathematical language. Talk about and identifies the patterns around them. Use informal language. Extend and create ABAB patterns. (3-4) Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. Compare length, weight and capacity. (Rec)</p> <p>Activities Sizing activities Weighing activities Measuring activities Counting songs – Nursery Rhyme baskets</p>	<p>using a wide vocabulary. Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (3-4) Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. (Rec)</p> <p>Activities World maps and local maps. Comparing places i.e. Polar habitats with UK/ home etc. Maps, atlas, globes.</p>	<p>they can do with different materials. Make simple models which express their ideas. (B-3) Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, to develop their ideas about how to use them and what to make. Listen with increased attention to sounds. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3-4) Explore, use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express</p>
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<p>Name Recognition and name hunts</p> <p>Name Writing</p> <p>Rhyme Books</p> <p>Story Sacks</p> <p>Mark Making Books</p>		<p>Black History month – books.</p> <p>Firework safety and activities.</p> <p>Remembrance Day.</p> <p>Diwali</p> <p>Christmas cards.</p> <p>Making Christmas decorations.</p>	<p>their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. (Rec)</p> <p>Activities</p> <p>Comparing places i.e. Polar habitats with UK/ home etc.</p> <p>Maps, atlas, globes.</p> <p>Christmas cards.</p> <p>Making Christmas decorations.</p> <p>Anti-Bullying week activities.</p> <p>Firework safety activities.</p> <p>Remembrance Day activities.</p> <p>Diwali: The Festival of Lights.</p> <p>Nursery Rhyme Week themed activities.</p>
<p>Role play</p> <p>Home Corner</p> <p>Santa's Workshop – wrapping presents, writing lists, writing cards and tags</p>		<p>Baking/ Cooking –</p> <p>Week 1 – 3 Pumpkin soup.</p> <p>Week 4 – 6 ice treats</p> <p>Week 7 – 8: Christmas Treats.</p>	
<p>Religious Education Topics from Come and See-</p>		<p>Visits/ Special days</p> <p>Black History month (Oct)</p>	

<p>Welcome N: How we welcome people and God's family through Baptism.</p> <p>Judaism N: Know that holidays are special times. Read the story of the oil lamp in the Temple (Hanukkah).</p> <p>Birthday N: Learn about advent and how people get ready for the birthday of Jesus.</p> <p>Reception: see Year 1 planning</p> <p>Life to the full curriculum - RHE</p>	<p>Firework safety and activities - 5/11.</p> <p>Remembrance Day (11/11) activities.</p> <p>Diwali – Sun 12/11.</p> <p>Anti-Bullying week (w/b 13/11).</p> <p>Autumn Walk.</p> <p>Nursery Rhyme Week w/b 13th Nov.</p> <p>Parents Evenings</p> <p>Reading Café</p> <p>Non uniform day – 24/11</p> <p>Christmas Family Fun Night – 5/12</p> <p>Christmas Pantomime – 12/12</p> <p>Christmas Lunch - 13/12</p> <p>Nativity Performance – 15/12</p> <p>Christmas Disco – 22/12 Visit from Santa Claus.</p>
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