

Medium Term Planning 1a		
Homes - Now and Then		
<p>Week 1 – 3: Settling in & baselines. Whole School Theme: Oliver Twist.</p> <p>Week 4 – 5: The Three Little Pigs.</p> <p>Week 6 – 7: Goldilocks & the Three Bears.</p>		
Prime Areas of Learning		
Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>Start to say how they are feeling, using words as well as actions. 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 simple questions about 'who', 'what' and 'where'. Use a wider range of vocabulary. Sing a large repertoire of songs. (3-4). Understand how to listen carefully and why listening is important. 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. Engage in story times. Learn rhymes, poems and songs. Engage in non-fiction books. (Rec)</p> <p>Activities</p>	<p>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. (Birth to 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. Increasingly follow rules, understanding why they are important. (3-4). See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. (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>Story and Rhyme time</p> <p>Nursery Rhyme baskets</p> <p>Key texts</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. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors. (3-4) Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping – climbing. 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>

Zones of Regulation Emotions display – how do you feel today? Getting to know you activities. Friendship activities and books. Sharing activities and books.	Conversation – modelled by adults Our big school family Our class family Our home family Themed Songs/Nursery Rhymes: Humpty Dumpty The Grand old Duke of York Little Miss Muffet I'm a little teapot Oranges and Lemons	Dough Disco Name writing PE – whole class	
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. (Birth to 3) Understand the five key concepts 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)	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 - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns. (Birth to 3) Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Show 'finger numbers' up to 5. (3-4) Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number	Make connections between the features of their family and other families. Notice differences between people. (Birth to 5) 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, using a wide vocabulary. Explore how things work. (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.	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 they can do with different materials. Make simple models which express their ideas. (Birth to 3) Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, to develop their ideas about how to use them and

<p>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 Oliver Twist (whole school) The Three Little Pigs Goldilocks & the Three Bears</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. Name Recognition and name hunts Name Writing Rhyme Books Story Sacks Mark Making Books Instructions on how to build/fix the houses. Retelling the story and their own version of Three Little Pigs. Wanted poster.</p>	<p>value. Count beyond ten. Compare numbers. (Rec)</p> <p>Activities Sizing activities Weighing activities Measuring activities Counting songs – Nursery Rhyme baskets</p>	<p>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 Victorian era with now, homes / lifestyles, past and present. Time lines. *Children's interests - Dinosaurs & cavemen– past Exploring a variety of different materials using senses – feely boxes/ bags.</p>	<p>what to make. Listen with increased attention to sounds. Remember and sing entire songs. (3-4)</p> <p>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. (Rec)</p> <p>Activities Building houses/ buildings – construction. Using a variety of different materials. Tuff tray – indoor and out. All about me activities- what I like, don't like. Self-portraits – mirrors.</p>
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Menu methods for preparing breakfast.			
Role play – Home corner Books and photos of Victorian era. Technology over the years: TVs, radios, video player/ dvds, music players/ tapes/ cassettes/ records, phones.		Baking/ Cooking – Weeks 1 – 3: Porridge making & comparing. Weeks 4 - 5: Decorating biscuits – pig themed (biscuits, icing, marshmallow sweets, laces). Building structures using breadsticks. Weeks 6 – 7: Exploring porridge – different flavours and scents.	
Religious Education Topics from Come and See- Nursery: Myself N: God knows and loves me. God knows my name. Welcome N: How we welcome people and God's family through Baptism. Judaism N: Know that holidays are special times. Read the story of the oil lamp in the Temple (Hanukkah). Reception: see Year 1 planning Life to the full curriculum - RSE		Visits/ Special days Oliver Twist Day (Monday 11 th September) EY Parent's Welcome/Open Meeting - Monday 18 th September Year 1 Parent's Welcome/Open Meeting - Monday 25 th September Festival of Lights Lunch Thursday 5 th October Festival of Lights Disco Thursday 19 th October Early Years & Year 6 Buddy Assembly – Friday 20 th October	