

<u>West End Primary School</u> <u>Apple Class Medium Term Planning Autumn A 2020 - 2021</u>



/o) Gul	Apple Class Medium Term Flanking Autumn A 2020 - 2021							
	Themes/Areas of Interest All About Me/People Who Help Us Faces Bodies Emotions Families Jobs		Celebrations/Events/Visits/Visitors		Class Environment/Learning Areas/Display			
					Craft Role p Malleable Model Construction Quiet Painting Invest Finger gym Techn Small world Sand Listening centre Small		el/workshop t reading stigating/exploring nology	
	Key Experiences each week							
	PSED	CAL	PD	LIT	MATHS	UW	EAD	
Week 1 Wed 2 nd - 4 th September Send Home- All About Me Book.	Support children to leave carers/parents happily. Support children to follow classroom rules and routines. Teach and support children about the boundaries of the setting. Teach and support children to share and turn take when using resources. Matching objects to a shadow at tidy time	Listen and respond to stories. Listen and respond to questions. Follow simple instructions. Provide opportunities for children to talk about themselves. Provide opportunities for children to use vocabulary based on people and events important to them.	Establish safe and appropriate use of areas. Use tweezers to move/sort to develop fine motor skills. Provide play-dough to make representations of faces.	Read and listen to familiar stories, support/model to childrer joining in with repeated phrases and refrains. Read familiar texts support children to listen for rhyme and rhythm in texts and songs.	Introduce Numicon as a chart/registration system.	Provide opportunities to share/talk about own experiences/ families/interests /activities at home.	Provide opportunities to represent own interests/experiences, through painting, model making, cutting and sticking. Provide opportunities to paint/ create representations of themselves.	
Week 2 7 th - 11 th September	Support children to leave carers/parents happily. Support children to follow classroom rules and routines. Teach and support children about the boundaries of the setting. Teach and support children to share and turn take when using resources Adults to work in areas to establish firm boundaries and	Listen and respond to stories. Listen and respond to questions. Follow simple instructions. Provide opportunities for children to talk about themselves. Repeat 3 body percussion patterns Provide opportunities for children to use vocabulary based on people and events important to them.	Establish safe and appropriate use of areas. Use tweezers to move/sort to develop fine motor skills. Provide play-dough to make representations of faces. Draw a person with a head and legs	Read and listen to familiar stories, support/model to childrer joining in with repeated phrases and refrains. Read familiar texts support children to listen for rhyme and rhythm in texts and songs	Counting the children in Nursery	Provide opportunities to share/talk about own experiences/ families/interests /activities at home	Provide small world resources linked to people and families. Provide opportunities to use paints to paint faces. Provide opportunities to listen to songs/stories about bodies and faces. Provide opportunities to create 3D models of themselves and	

	learning intentions.						people.
	Establish a tidy up routine. Matching objects to a						
	shadow at tidy time						
	Learning the Rule 'We listen'						
Week 3	Support children to leave	11:	Establish safe and	Read and listen to	Introduce Numicon	Donald a sussemble to	Provide small world
14 th - 18 th	carers/parents happily.	Listen and respond to stories.	appropriate use of areas.	familiar stories,	into all areas.	Provide opportunities to share/talk about	resources linked to
September		Listen and respond to questions.		support/model to children		own experiences/	people and families.
	Support children to follow classroom rules and routines.	Follow simple instructions.	Use tweezers to move/sort to develop fine motor skills.	joining in with repeated phrases and refrains.	Counting the children in Nursery	families/interests /activities at home	Provide opportunities
	classiooni rales and routilies.	Tottow surple tristructions.	to develop fille motor skills.	prirases and regrants.	iii ivaiserg	/activities at nonte	to use paints to paint
	Teach and support children	Provide opportunities for children	Provide play-dough to make	Read familiar texts	Making 2 colour	Using senses — feeling	faces.
	about the boundaries of the setting.	to talk about themselves.	representations of faces.	support children to listen for rhyme and rhythm in	patterns with pegs, beads, bobbins	the sensory hands	Provide opportunities
	security.	Provide opportunities for children	Cut with scissors — v shape	texts and songs			to listen to
	Support children to seek out	to use vocabulary based on			Introduce daily day		songs/stories about
	others to play	people and events important to them.		Recognise their name with picture cues	and date smart		bodies and faces.
	Teach and support children			1			Provide opportunities
	to share and turn take when	Playing Kim's Game with 4					to create 3D models
	using resources Establish a tidy up routine.	objects					of themselves and people.
	Adults to work in areas to establish firm boundaries and						
	learning intentions						
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						
	Learning the rule 'We are gentle'						
Week 4	Follow classroom routines.	Listen and respond to stories.	Establish safe and	Read and listen to	Counting body parts.	Provide opportunities	Provide small world
21st - 25th	CI (.)	1	appropriate use of areas.	familiar stories,	Eyes, nose, arms,	to share/talk about	resources linked to
September	Show awareness of the boundaries of the setting.	Listen and respond to questions.	Use tweezers to move/sort	support/model to children joining in with repeated	fingers, toes.	own experiences/ families/interests	people and families.
		Follow simple instructions.	to develop fine motor skills.	phrases and refrains.	Counting the children	/activities at home	Provide opportunities
	Share and turn take when	Provide opportunities for children	Provide play-dough to make	Read familiar texts	in Nursery		to use paints to paint
	using resources.	to talk about themselves.	representations of faces.	support children to listen	Making 2 colour		faces.
	Establish a tidy up routine.			for rhyme and rhythm in	patterns with pegs,		Provide opportunities
	Establish a tidy up song.	Provide opportunities for children to use vocabulary based on	Threading beads to make a pattern	texts and songs	beads, bobbins		to listen to songs/stories about
	Establish a may up song.	people and events important to	puttern	Playing 'If your name	Daily day and date		bodies and faces.
	Adults to work in areas to	them.	Hop and jump over low	starts with'			
	establish firm boundaries and learning intentions.		obstacles				Provide opportunities to create 3D models
	tearraing attentions.						of themselves and
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Week 5 28 th - 2nd	Follow classroom routines.	Asking and answering questions about people who help us	Independent dressing up in people who help us	Information books about people who help us	numerals on police hat, matching blue	Discussing the jobs that people do to help	Role play opportunities in
October	Show awareness of the	·	costumes		light pompoms onto	us	healthcare setting
1	boundaries of the setting.	Provide opportunities for children	1	Modelling and	ambulances	Doctors	
D I - 14/1	boundaries of the setting.		Finger gum activities —	Onnortunities to write		Nurses	Provide open anded
People Who Help Us	Share and turn take when	to talk about own experiences	Finger gym activities — toothbrushes,	Opportunities to write – prescriptions,	Playing Colour games	Nurses Paramedics	Provide open ended role play resources
Help Us			toothbrushes,		Playing Colour games with target children		role play resources
Help Us People who	Share and turn take when using resources.		toothbrushes, Cutting out people who help	prescriptions, appointments etc	with target children	Paramedics	role play resources Miss Polly had a
Help Us	Share and turn take when		toothbrushes,	prescriptions,		Paramedics	role play resources

nurses, dentist, Ambulance	Adults to work in areas to establish firm boundaries and learning intentions.						
Week 6 5th - 9th October People who keep us safe- police, fire, road safety,	Follow classroom routines. Show awareness of the boundaries of the setting. Share and turn take when using resources. Develop tidy up routines with possible groupings. Adults to work in areas to establish firm boundaries and learning intentions.	Talking to Policelady (Tuesday) Asking and answering questions	Multiskills Ladders for outdoor play Mock housefire outside/hoses and Tuff spot with plastic flames, water squeezy pots Explore foam	Looking at books about people who help us Playing if your name starts with	Ladder lengths – short/tall Shape fire engine Counting the children in Nursery Playing Colour games with target children Daily Day and date	Talk about ways firemen put put fires – not always water Talk about jobs police do	Fire engine song
Week 7 12 th - 16 th October Autumn	Follow classroom routines. Show awareness of the boundaries of the setting. Share and turn take when using resources. Develop tidy up routines with possible groupings. Adults to work in areas to establish firm boundaries and learning intentions.	Listen and respond to stories. Listen and respond to questions. Follow simple instructions. Provide opportunities for children to talk about themselves. Repeat 3 body percussion patterns Provide opportunities for children to use vocabulary based on people and events important to them.	Cutting patterns/leaves	Recognising their name from their name card Using magnetic letters to copy their name on a magnetic board	Counting the children in Nursery Playing Colour games with target children Daily Day and date Counting leaves Conkers	Identifying signs of Autumn	Vegetable and leaf printing
Week 8 19 th – 23 rd October Theme Week	Theme week see separate plan	- Control		1			