



West End Primary School

Apple Class Medium Term Planning Autumn A 2020 - 2021



	Themes/Areas of Interest	Celebrations/Events/Visits/Visitors			Class Environment/Learning Areas/Display		
	All About Me/People Who Help Us <ul style="list-style-type: none"> Faces Bodies Emotions Families Jobs 				Water Craft Malleable Construction Painting Finger gym Small world Listening centre maths	Writing/mark making Role play Model/workshop Quiet reading Investigating/exploring Technology Sand Small world Transient art	
	Key Experiences each week						
	PSED	CAL	PD	LIT	MATHS	UW	EAD
Week 1 Wed 2nd - 4th 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 children 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 7th - 11th 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 children 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. 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. Establish a tidy up routine. Matching objects to a shadow at tidy time Learning the Rule 'We listen'						people.
Week 3 14th- 18th 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. Support children to seek out others to play Teach and support children to share and turn take when using resources Establish a tidy up routine. Adults to work in areas to establish firm boundaries and learning intentions Learning the rule 'We are gentle'	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. Playing Kim's Game with 4 objects	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. Cut with scissors – v shape	Read and listen to familiar stories, support/model to children joining in with repeated phrases and refrains. Read familiar texts support children to listen for rhyme and rhythm in texts and songs Recognise their name with picture cues	Introduce Numicon into all areas. Counting the children in Nursery Making 2 colour patterns with pegs, beads, bobbins Introduce daily day and date smart	Provide opportunities to share/talk about own experiences/families/interests /activities at home Using senses – feeling the sensory hands	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 people.
Week 4 21st - 25th September	Follow classroom routines. Show awareness of the boundaries of the setting. Share and turn take when using resources. Establish a tidy up routine. Establish a tidy up song. 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. 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. Threading beads to make a pattern Hop and jump over low obstacles	Read and listen to familiar stories, support/model to children joining in with repeated phrases and refrains. Read familiar texts support children to listen for rhyme and rhythm in texts and songs Playing 'If your name starts with...'	Counting body parts. Eyes, nose, arms, fingers, toes. Counting the children in Nursery Making 2 colour patterns with pegs, beads, bobbins Daily day and date	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 people.
Week 5 28th- 2nd October People Who Help Us People who look after our health-doctors,	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.	Asking and answering questions about people who help us Provide opportunities for children to talk about own experiences	Independent dressing up in people who help us costumes Finger gym activities – toothbrushes, Cutting out people who help us pictures Cut/make nurse/doctor hat	Information books about people who help us Modelling and Opportunities to write – prescriptions, appointments etc Toothbrushing book - sequencing	numerals on police hat, matching blue light pompoms onto ambulances Playing Colour games with target children Daily day and date	Discussing the jobs that people do to help us Doctors Nurses Paramedics Dentists	Role play opportunities in healthcare setting Provide open ended role play resources Miss Polly had a Dolly song

