Beech & Willow Medium Term Planning - Block 1					
Theme: Children starting school			**Date: 03.09.2019 (3 weeks)**		
	What do we want the children to learn?		**How will we enable this learning to take place?**	**How will we know who has learned what?**	**What next?**
	Learning intentions based on stepping stones/learning goals (40-60m)	**Vocabulary**	**Activities/Routines Provision**	**Assessment**	**Notes to inform future planning**
Personal, Social & Emotional Development	• To separate from carer • To have positive approach to events • To form friendships with other children • To learn the routines of the day • To learn the lunchtime routine • To know the rules/areas for play in the playground/classroom/garden • To know rules/sanctions • SEAL belonging. To develop a sense of personal identity.	Friend, kind, nice Knife, fork, tray, spoon etc. Red lines, safety	• Adult support • Praise/encouragement • Support/activities provided • Praise/encouragement • Adult modelling and support for routine • Adult to take out small groups of children • To teach rules and expectations for garden/classroom • Teaching the chn to use and access the resources independently • Sharing class rules, rewards and sanctions with children and parents.	Observations Baseline Assessment DFE – NFER Baseline	
Communication & Language	• To listen in a small group • To take turns speaking • To answer how and why question • To respond to simple instructions	Book language – page, front/back cover, blurb, words, pictures	• Listening to stories • Telling their name in circle time & who lives with them • Talking about their family members and what they enjoyed doing at nursery.	Observations All About Me Book AAMB Baseline Assessment Talking to chn	
Physical development	• To develop skill in manipulating small objects • To climb over, under and through climbing equipment • To dress and undress for garden with adult support • To hold a pencil and use it effectively	Cut out Over, under, through, next to Space, stop, move	• Cutting pictures for AAM • General play • In the garden • Finding a space.	Observations All About Me Book AAMB Baseline Assessment	

Literacy	• To recognise the Oxford Reading Tree characters • To know how to handle a book • To recognise their name • To link some sounds to letters. • To be able to write their first name	Biff, Chip, Kipper, Floppy, Mum, Dad Book language – page, front/back cover, blurb, words, pictures Whose name begins with…?	• Read ORT stories, talk about how they got strange names • Labelling characters • Quiet area/bookcase • Name card games • Play ORT games	Observations All About Me Book AAMB Baseline Assessment	
Mathematics	• To count to 10/20 • To sing number rhymes • To use 1-1 correspondence • To recognise number 1 • To introduce repeating patterns	How many? Count One has gone	• WG counting • Singing '5 little ducks' • 'on the farmers apple tree' • Discussing numbers of children who can play in each area • Number Zoo - introduce Penguin 1 • Education City counting 1 – 5 • Number recognition 1-5	Observations All About Me Book AAMB Baseline Assessment	
Understanding the World	• To know where to find resources. • To navigate environment • To learn the different areas of the room • To use simple ICT programs • To know about features of living things. • To investigate using their senses. • To identify features they like and dislike. • To show an interest in the lives of other people	Area names Mouse, keyboard Computer parts	• Adult support • Praise/encouragement • Adult support to introduce and encourage children to work appropriately in different areas. • Support using computers • Sequencing/Education City – 1-5/Brown Bears Seasons • To look at the transition pumpkins	Observations	
Expressive Arts & Design	• To use available resources to develop role play • To experiment to create different textures • To join in singing songs • To create simple representations of themselves • To use available resources to develop role play • To understand the process of printing. • To create simple representations of objects.	Modelling Cutter Rolling pin boards What colour… What features…	• Role play kitchen • Free exploration of playdough/Transient Art • Learning 'on the farmers apple tree' • Painting self portraits	Observations	