



West End First School

Apple Class Medium Term Planning Autumn B 2020-2021



	Themes/Areas of Interest		Celebrations/Events/Visits/Visitors		Class Environment/Learning Areas/Display		
	Owl Babies/Christmas <ul style="list-style-type: none">Night and DayForests/Woodland HabitatsOwlsTexturesLight and Dark		<ul style="list-style-type: none">Children in NeedPoppiesPTFA Fun DayEntertainment VisitPartyPerformanceSanta Visit		<div>Water</div> <div>Craft</div> <div>Malleable</div> <div>Construction</div> <div>Painting</div> <div>Finger gym</div> <div>Small world</div> <div>Listening centre</div> <div>maths</div> <div>Writing/mark making</div> <div>Role play</div> <div>Model/workshop</div> <div>Quiet reading</div> <div>Investigating/exploring</div> <div>Technology</div> <div>Sand</div> <div>Small world</div> <div>Transient art</div>		
	Key Experiences each week						
	PSED	CAL	PD	LIT	MATHS	UW	EAD
Week 1 Nov 3rd – 6th Fireworks Monday training day	Support children to leave carers/parents happily. Support children to remember and follow classroom rules and routines. Support and remind children about the boundaries of the setting. Support and remind children to share and turn take when using resources.	Listen and respond to stories. Listen and respond to questions. Follow simple instructions. Provide opportunities for children to use talk to explain their ideas recall and relive their past experiences. (Holiday News) Voice sounds (letters and sounds phase 1 phonics)	Provide opportunities for children to record holiday news/or events important to them. Model/support using correct pencil grip. Gross motor- Big Toys Correct pencil grip Malleable materials – play dough Provide opportunity to discuss hand hygiene when cooking – sparkler biscuits.	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. Recognising name card and clapping patterns for names	Model reciting numbers to 10 and beyond. Model counting 1:1 to 5 and beyond. Introduce Numicon as a way to choose areas Looking at Numicon 5	Provide opportunities to share/talk about own experiences during holidays and share experiences of own interests/activities at home. Provide opportunities to talk about experiences of fireworks – what they look and sound like Making Sparkler biscuits – talking about change, melting and solidifying chocolate Toasting sausages over the fire pit	General Provide opportunities to represent holidays/own interests/experiences, through painting, model making, cutting and sticking. Topic Tube printing fireworks on black paper Chalking fireworks on black paper
Week 2 Nov 9th - 13th Poppies (mon/tue) Friday 13th Children in Need Owl Babies	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. Talking about Children In Need and joining in.	Listen to and respond to story of Owl Babies Follow instructions to tidy up areas. Building vocabulary linked to areas Follow instructions relating to rules of areas. Introduce and build vocabulary linked to areas. Introduce/model using story stones to join in with repeated refrains and key events from Owl Babies. Story telling with puppets..	Establish safe and appropriate use of equipment and areas. Use tweezers to move/sort sticks and feather to develop fine motor skills – tuff spot Using fingers to match buttons to spaces on an owl. Provide black/brown play-dough to roll ball shaped owls. Add eyes and features.	Provide visual instructions relating to rules of areas. Provide written vocabulary linked to areas and owl Babies topic Introduce/model using story telling stones to retell Owl Babies story Introduce/model puppets to retell/extend/repeat phrases from Owl babies story.	Count feathers 1:1. Count conkers 1:1 Provide numerals on wooden slices1-10.	Provide opportunities for children to discuss Remembrance Day and the significance of the Poppy. Create a woodland tuff spot to encourage exploration and investigation. Provide pictures of owls. Set up a bird hide. Black out tent with torches. ICT Owl Beebots.	Provide small world resources linked to owl babies (farm) to encourage retelling of story/extending story. Provide opportunities to paint/create own representation of the poppy.

Week 3 Nov 16th - 20th	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 to and respond to story of Owl Babies Discuss favourite characters from story. Follow instructions to tidy up areas. Reinforce vocabulary linked to areas. Follow instructions relating to rules of areas. Reinforce/model using story telling stones/puppets to tell stories/repeat refrains from Owl Babies. Talking about characters from Owl Babies.	Introduce clay to use as a malleable material to create owl models. Establishing safe use of equipment. Threading Cheerios to make bird feeders. Making clay Baby Owls.	Discuss favourite characters from story. Provide speech bubbles and character pictures to annotate with refrains/phrases from Owl babies story What does Billy Say? (Assessment opportunity)	Introduce Numicon into all areas. Model estimating guess how many feathers are in the nest? Guess how many conkers are in the box? Guess how many twigs are in the box? Discuss more, less, most and language of size. Singing 5 Little owls.	Look at different objects – floating and sinking predictions – big sticks, small sticks, Introduce using BeeBots to develop knowledge of simple programming. Provide pictures of owls. Set up a bird hide. Set up a woodland tuff spot.	Provide small world resources linked to Owl Babies to encourage retelling of story/extending story. Provide opportunities to learn/listen to songs about owls. Provide opportunities to use collage resources to create representations of Owl babies. (Feathers/sticks/twig /leaves) Provide opportunities to create 3D models of owls. Finger print owls.
Week 4 Nov 23rd – 27th	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 to and respond to story of Owl Babies. Discuss favourite characters from story. Follow instructions to tidy up areas. Reinforce vocabulary linked to areas. Follow instructions relating to rules of areas. Reinforce/model using story telling stones/puppets to tell stories/repeat refrains from Owl Babies	Model using play dough to develop motor skills. Create characters from the story-Sarah, Percy and Bill. Add feathers and eyes to models to develop pincer grip. Model writing names on labels to identify the characters in the story. Model/support correct pencil grip. Use Big Toy session to develop gross motor skills using bikes, scooters, balls	Discuss favourite characters from story. Provide speech bubbles and character pictures to annotate with refrains/phrases from Owl babies story What does Billy Say? (Assessment opportunity)	Introduce Numicon into all areas. Model estimating guess how many feathers are in the nest? Guess how many conkers are in the box? Guess how many twigs are in the box? Discuss more, less, most and language of size. Singing 5 Little owls.	Sorting diurnal and nocturnal animals. Identifying which animals are nocturnal. Investigating floating and sinking using items linked to the story.	Provide opportunities to create representations of owls. Resources for making own owls. Making paper plate owls. Provide opportunities to listen to different instruments/model playing different instruments and model allocating each phase of the story a different 'sound'.
Week 5 Nov 30th – Dec 4th	Follow classroom routines. Show awareness of the boundaries of the setting. Share and turn take when using resources. Cope with changes to routine. Adults to work in areas to establish firm boundaries and learning intentions.	Follow instructions to tidy up areas. Follow instructions relating to rules of areas. Reinforce vocabulary linked to areas. Follow instructions to make chocolate nests. Listen and respond to other stories about woodlands The Littlest Owl. The Owl Who Was Afraid of the Dark.	Provide opportunity to discuss hand hygiene when cooking – chocolate nests. Making play nests adding twigs and feathers.	Discuss recipe for chocolate nests. Provide mark making opportunities for children to record ingredients needed for chocolate nests Provide opportunities for children to begin to learn Christmas songs and rhymes.	Comparing sticks – heaviest/lightest Longest/shortest Widest/narrowest	Through making chocolate nests provide opportunities to discuss observations of objects/ingredients/ liquids/ changes Through making chocolate nests provide opportunity to discuss hand hygiene and germs. Provide opportunities to discuss healthy choices and how chocolate is treat food.	Provide opportunities to create representations of other woodland creatures using paints, collage, junk model materials. Provide opportunities to colour mix paint colours to create representations of woodland creatures. Learn and join in songs for Christmas performance.

		<p>Use Owl Babies story to provide opportunities to discuss feelings of being scared, anxious, worried, brave, relieved, loved.</p> <p>Learn and join in Christmas songs</p>					
Week 6 Dec 7th - 11th	Christmas Theme <p>Provide support and encouragement for children to develop strategies to cope with changes to their normal Nursery routines-Discuss how routines can change especially during Christmas.</p> <p>Provide opportunities for children to become more outgoing and confident in new situations-Encourage children to join in with Christmas Performance.</p> <p>Provide opportunities for children to welcome value and praise for what they have achieved –Discuss their feelings about their Christmas activities. Discuss their own abilities in positive terms.</p>	Christmas Theme <p>Listen and respond to The Christmas Story</p> <p>Provide circle time activities for the children to develop their ability to listen to others, understand why and how questions and use talk to connect their ideas. How did they feel about the changes in routine? What do they know about Christmas? What are they looking forward to about Christmas? Why do we have Christmas? How does their family celebrate Christmas?</p> <p>Provide small world resources to re-enact the Christmas Story.</p>	Christmas Theme <p>Provide small Christmas tree and small baubles for children to decorate to develop pincer grip and fine motor skills.</p> <p>Provide tweezers and small glitter balls for children to sort developing fine motor skills.</p> <p>Provide malleable materials to develop fine motor skills – glitter play-dough. Can the children make play-dough baubles? Can the children make play dough baubles of different sizes?</p> <p>Provide a Santa's Workshop area to encourage children to wrap parcels using paper, scissors and tape. Support them to develop their fine motor skills.</p>	Christmas Theme <p>Provide opportunity for children to listen to stories and anticipate key events. Read simple version of The Christmas Story.</p> <p>Provide children with opportunity to use small world resources to re-enact the Christmas story.</p> <p>Provide role play house with a log cabin enhancement. Model language and play.</p> <p>Provide Christmas borders for mark making lists to Santa/invitations to Christmas party.</p>	Christmas Theme <p>Counting baubles 1:1</p> <p>Provide opportunity to measure tinsel lengths.</p> <p>Provide opportunity to discuss measurement by measuring children with string to make into calendar. Use language of longer, shorter than.</p> <p>Provide opportunity for children to explore and consider 2D shape by creating Snowman Christmas Cards. Use language of circle, triangle, square, rectangle.</p>	Christmas Theme <p>Provide opportunities for children to talk about how they celebrate Christmas with their families. What do they eat? What do they do on Christmas day? Do people come to their house? How do they celebrate? Do they celebrate differently?</p> <p>Provide opportunities for children to investigate how other children in other cultures/countries celebrate Christmas.</p> <p>Investigate light and dark in Dark Den adding fairy Christmas lights and objects that sparkle in light.</p>	Christmas Theme <p>Provide opportunity for children to manipulate paint and explore splatter painting to create background for Christmas card.</p> <p>Provide opportunity for children to songs. Christmas songs for performance.</p> <p>Provide opportunity for children to listen to Christmas songs on CD player.</p> <p>Provide opportunity for children to explore instruments to play along to Christmas songs.</p>
Week 7 Dec 14th-18th	<p>Provide support and encouragement for children to develop strategies to cope with changes to their normal Nursery routines-Discuss how routines can change especially during Christmas</p>	<p>Provide children with opportunities to follow directions and maintain attention-Christmas Party Games</p>	<p>Provide malleable materials to develop fine motor skills. Salt dough to create a tree decoration.</p> <p>Write names in Christmas Cards. Modelling correct pencil grip.</p> <p>Provide cardboard stars for children to wrap sparkle wool around to creating decoration and developing fine motor skills.</p>	<p>Read simple version of The Christmas Story.</p> <p>Provide children with opportunity to use small world resources to re-enact the Christmas story.</p>	<p>Provide opportunity for children to explore and consider 2D shape by creating Snowman Christmas Cards. Use language of circle, triangle, square, and rectangle.</p>	<p>Provide opportunities for children to talk about how they celebrate Christmas with their families.</p> <p>Provide opportunities for children to investigate how other children celebrate Christmas.</p> <p>Provide opportunities for children to investigate magnets and baubles.</p>	<p>Provide opportunity for children to join I with games and dancing-Christmas Party music</p> <p>Provide opportunity for children to initiate movement in time to music.-Christmas Party music</p>