

West End First School
Apple Class Medium Term Planning Autumn B 2019/20

	Themes/Areas of Interest		Celebrations/Events/Visits/Visitors		Class Environment/Learning Areas/Display		
	<p>StickMan/Christmas</p> <ul style="list-style-type: none">SeasonsDifferent settings - river, beachTexturesPoppies/fireworks		<ul style="list-style-type: none">Children in NeedPoppiesPTFA Fun DayEntertainment VisitPartyPerformanceSanta Visit		<p>Water</p> <p>Craft</p> <p>Malleable</p> <p>Construction</p> <p>Painting</p> <p>Finger gym</p> <p>Small world</p> <p>Listening centre</p> <p>maths</p>		<p>Writing/mark making</p> <p>Role play</p> <p>Model/workshop</p> <p>Quiet reading</p> <p>Investigating/exploring</p> <p>Technology</p> <p>Sand</p> <p>Small world</p> <p>Transient art</p>
	Key Experiences each week						
	PSED	CAL	PD	LIT	MATHS	UW	EAD
<p>Week 1 Nov 5th - 8th</p> <p>Poppies (Friday)</p> <p>Monday training day</p> <p>Wednesday 6th Parent workshop \KG</p>	<p>Support children to leave carers/parents happily.</p> <p>Support children to remember and follow classroom rules and routines.</p> <p>Support and remind children about the boundaries of the setting.</p> <p>Support and remind children to share and turn take when using resources.</p>	<p>Listen and respond to stories.</p> <p>Listen and respond to questions.</p> <p>Follow simple instructions.</p> <p>Provide opportunities for children to use talk to explain their ideas, recall and relive their past experiences. (Holiday News)</p> <p>Provide opportunities for children to use vocabulary based on people and events important to them. (Holiday News)</p>	<p>Provide opportunities for children to record holiday news/or events important to them.</p> <p>Model/support using correct pencil grip.</p>	<p>Read and listen to familiar stories, support/model to children joining in with repeated phrases and refrains.</p> <p>Read familiar texts support children to listen for rhyme and rhythm in texts and songs.</p>	<p>Model reciting numbers to 10 and beyond.</p> <p>Model counting 1:1 to 5 and beyond.</p> <p>Introduce Numicon as a way to choose areas</p>	<p>Provide opportunities to share/talk about own experiences during holidays and share experiences of own interests/activities at home.</p> <p>Provide opportunities for children to discuss Remembrance Day and the significance of the Poppy.</p> <p>Firework safety</p>	<p>Provide opportunities to represent holidays/own interests/experiences, through painting, model making, cutting and sticking.</p> <p>Provide opportunities to paint/create own representation of the poppy/fireworks</p>
<p>Week 2 11th - 15th Nov</p> <p>Thursday 14th 9am VF –Gov visit</p> <p>Friday 15th Children in Need</p> <p>Whole Stickman Story</p>	<p>Follow classroom routines.</p> <p>Show awareness of the boundaries of the setting.</p> <p>Share and turn take when using resources.</p> <p>Establish a tidy up routine.</p> <p>Establish a tidy up song.</p> <p>Adults to work in areas to establish firm boundaries and learning intentions.</p>	<p>Listen to and respond to story of Stick Man</p> <p>Follow instructions to tidy up areas.</p> <p>Follow instructions relating to rules of areas.</p> <p>Introduce and build vocabulary linked to areas.</p> <p>Introduce/model using story stones to join in with repeated refrains and key events from Stick Man story.</p> <p>.</p>	<p>Establish safe and appropriate use of areas.</p> <p>Use tweezers to move/sort sticks to develop fine motor skills – tuff spot</p> <p>Provide black/brown play-dough to roll long stick shapes. Add eyes and features</p>	<p>Provide visual instructions relating to rules of areas.</p> <p>Provide written vocabulary linked to areas and Stick Man topic</p> <p>Introduce/model using story telling stones to retell Stick Man story</p> <p>Introduce/model puppets to retell/extend/repeat phrases from Stick Man story.</p>	<p>Count sticks 1:1.</p> <p>Count conkers 1:1</p> <p>Provide numerals on wooden slices 1-10.</p>	<p>Create a woodland tuff spot to encourage exploration and investigation.</p> <p>My family tree – who is in my family</p>	<p>Provide small world resources linked to Stick Man to encourage retelling of story/extending story.</p> <p>Creating own stick men to live in small world area</p> <p>My family tree – who is in my family</p>

<p>Week 3 18th-22nd Nov</p> <p>Focus on Pooh Sticks part of the story</p>	<p>Follow classroom routines. Show awareness of the boundaries of the setting. Share and turn take when using resources. Establish a tidy up routine. Adults to work in areas to establish firm boundaries and learning intentions.</p>	<p>Listen to and respond to story of Stick Man</p> <p>Discuss favourite characters from story.</p> <p>Follow instructions to tidy up areas.</p> <p>Follow instructions relating to rules of areas.</p> <p>Reinforce vocabulary linked to areas.</p> <p>Reinforce/model using story telling stones to tell stories/repeat refrains from Stick Man</p>	<p>2D salt dough swans – make to hang on a Christmas tree?</p> <p>Hall sessions for movement to music?</p> <p>Introduce clay to use as a malleable material to create models .</p>	<p>Discuss favourite characters from story.</p> <p>Provide speech bubbles and character pictures to annotate with refrains/phrases from Stick Man story</p> <p>Provide page borders for children to annotate and mark make on – where is Stick Man going?(writing assessment activity)</p>	<p>Introduce Numicon into all areas.</p> <p>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.</p>	<p>Look at different objects – floating and sinking predictions – big sticks, small sticks,</p> <p>What different places did Stickman go? What might have been there? (forest, park, river, beach)</p> <p>Changes of Season – see illustrations</p> <p>How can we build a raft for Stick Man</p>	<p>Provide small world resources linked to Stick Man to encourage retelling of story/extending story.</p> <p>Provide opportunities to learn/listen to songs about forests</p> <p>Provide opportunities to use collage resources to create representations of Stick Man’s world (Feathers/sticks/twig /leaves)</p> <p>Provide opportunities to create 3D models of</p>
<p>Week 4 25th-29th Nov</p> <p>Focus on beach/flags part of the story</p>	<p>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.</p>	<p>Listen to and respond to story of Owl Babies.</p> <p>Discuss favourite characters from story.</p> <p>Follow instructions to tidy up areas.</p> <p>Follow instructions relating to rules of areas.</p> <p>Reinforce vocabulary linked to areas.</p> <p>Reinforce/model using story telling stones to tell stories/repeat refrains from Stick Man</p> <p>Reinforce/model using owl puppets to tell stories/repeat refrains from Stick Man</p>	<p>Model using play dough to develop motor skills. Create characters from the story-Sarah, Percy and Bill.</p> <p>Add feathers and eyes to models to develop pincer grip.</p> <p>Model writing names on labels to identify the characters in the story. Model/support correct pencil grip.</p> <p>Use Big Toy session in yard to develop gross motor skills using bikes, scooters, balls</p>	<p>Discuss favourite characters from story.</p> <p>Provide speech bubbles and owl photos to mark make on. Model annotating with refrains/phrases from Stick Man story</p> <p>Provide page borders for children to annotate and mark make on – where is Stick Man going?(writing assessment activity)</p>	<p>Comparing sticks – heaviest/lightest</p> <p>Longest/shortest</p> <p>Widest/narrowest</p> <p>Shape pictures of the beach and Stickman?</p> <p>Provide opportunities to make 2D shapes with sticks</p>	<p>Where do we find flags?</p> <p>What parts do we need?</p>	<p>Provide opportunities to create representations of stick man using sticks as paintbrushes</p> <p>Resources for making own flags</p> <p>Provide opportunities to listen to different instruments/model playing different instruments and model allocating each phase of the story a different ‘sound’.</p>
<p>Week 5 2nd -6th December</p> <p>Panto in Hall Friday am</p> <p>Focus on Snowman Part of the Story</p>	<p>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.</p>	<p>Follow instructions to tidy up areas.</p> <p>Follow instructions relating to rules of areas.</p> <p>Reinforce vocabulary linked to areas.</p> <p>Follow instructions to make chocolate nests.</p> <p>Listen and respond to other stories about woodlands The Littlest Owl. The Owl Who Was Afraid of the Dark.</p> <p>Use Stick man story to provide opportunities to discuss feelings</p>	<p>Develop motor skills by providing opportunities to make marshmallow crispie snowmen Provide opportunities for stirring, mixing, pouring, scooping., rolling</p> <p>provide opportunity to discuss hand hygiene when cooking</p>	<p>Discuss recipe for chocolate nests.</p> <p>Provide mark making opportunities for children to record ingredients needed for chocolate nests</p> <p>Provide opportunities for children to begin to learn Christmas songs and rhymes.</p>	<p>Shape pictures of the beach and Stickman?</p> <p>Provide opportunities to make 2D shapes with sticks</p>	<p>Through cooking provide opportunities to discuss observations of objects/ingredients/ liquids/ changes</p> <p>Through cooking provide opportunity to discuss hand hygiene and germs.</p> <p>Provide opportunities to discuss healthy choices and how cakes are treat food.</p>	<p>Provide opportunities to create representations of other woodland creatures using paints, collage, junk model materials.</p> <p>Provide opportunities to colour mix paint colours to create representations of woodland creatures.</p> <p>Learn and join in songs for Christmas performance.</p>

		of being scared, anxious, worried, brave, relieved, loved.					
		Learn and join in Christmas songs					
Week 6 9th-13th December Wednesday 11th Christmas Lunch/Come as You Like Focus on Santa Part of the Story and ending	Christmas Theme 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. Provide opportunities for children to become more outgoing and confident in new situations-Encourage children to join in with Christmas Performance. Provide opportunities for children to welcome value and praise for what they have achieved –Discuss their feelings about their Christmas Performance. Discuss their own abilities in positive terms.	Christmas Theme Listen and respond to The Christmas Story 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 performance? 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? Provide small world resources to re-enact the Christmas Story. Continue finding feelings examples in the story	Christmas Theme Provide small Christmas tree and small baubles for children to decorate to develop pincer grip and fine motor skills. Provide tweezers and small glitter balls for children to sort developing fine motor skills. 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? 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.	Christmas Theme Provide opportunity for children to listen to stories and anticipate key events. Read simple version of The Christmas Story. Provide children with opportunity to use small world resources to re-enact the Christmas story. Provide role play house with a log cabin enhancement. Model language and play. Provide Christmas borders for mark making lists to Santa/invitations to Christmas party.	Christmas Theme Counting baubles 1:1 Provide opportunity to measure tinsel lengths. Provide opportunity to discuss measurement by measuring children with string to make into calendar. Use language of longer, shorter than. Provide opportunity for children to explore and consider 2D shape by creating Snowman Christmas Cards. Use language of circle, triangle, square, rectangle.	Christmas Theme 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? Provide opportunities for children to investigate how other children in other cultures/countries celebrate Christmas. Investigate light and dark in Dark Den adding fairy Christmas lights and objects that sparkle in light.	Christmas Theme Provide opportunity for children to manipulate paint and explore splatter painting to create background for Christmas card. Provide opportunity for children to songs. Christmas songs for performance. Provide opportunity for children to listen to Christmas songs on CD player. Provide opportunity for children to explore instruments to play along to Christmas songs.
Week 7 17th-20th December Taster Sessions New Children 9.30-11.00 1.30-3.00 ? Thurs 19th singing 11am, 2.30pm Christmas Party 20th + December	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	Provide children with opportunities to follow directions and maintain attention-Christmas Party Games	Provide malleable materials to develop fine motor skills. Salt dough to create a tree decoration. Write names in Christmas Cards. Modelling correct pencil grip. Provide cardboard stars for children to wrap sparkle wool around to creating decoration and developing fine motor skills.	Read simple version of The Christmas Story. Provide children with opportunity to use small world resources to re-enact the Christmas story.	Provide opportunity for children to explore and consider 2D shape by creating Snowman Christmas Cards. Use language of circle, triangle, square, rectangle.	Provide opportunities for children to talk about how they celebrate Christmas with their families. Provide opportunities for children to investigate how other children celebrate Christmas. Provide opportunities for children to investigate magnets and baubles.	Provide opportunity for children to join I with games and dancing-Christmas Party music Provide opportunity for children to initiate movement in time to music.-Christmas Party music