
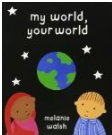
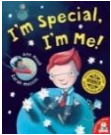





Beech Class Medium Term Plan: Autumn A

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Important Dates	Key texts			Stimulus			
	  			I am Special, I am Me! My World, Your World My First Body Book The Colour Monster			
Theme	Wonderful West End						
Areas of Learning	PSED	CAL	PD	Literacy	Maths	UW	EAD
Week 1	<p><u>Self-Regulation</u> To separate from carer</p> <p>To have positive approach to new class / routines/ lunchtime</p> <p>Learning rules/areas for play in the classroom & garden</p> <p><u>Building Relationships</u> Learning names of friends/staff</p> <p><u>Managing Self</u> To use the toilet</p> <p>To wash hands before food, and after toilet</p> <p>To know how and when to line up</p>	<p><u>Listening, Attention & Understanding</u></p> <p>To listen in a small group</p> <p><u>Speaking</u> To say good morning</p> <p>To take turns speaking during circle time talking about our school and family</p>	<p><u>Gross Motor</u> Free access to the outdoor resources Using the climbing frame correctly indoors</p> <p><u>Fine Motor</u> To develop skill in manipulating small objects making repeating patterns</p> <p>To hold a pencil and use it effectively to write name</p> <p>To hold scissors carefully to cut shapes</p>	<p><u>Comprehension</u> Listening to stories</p> <p><u>Word Reading</u> Recognising name</p> <p><u>Writing</u> Writing - Writing name</p> <p><u>Phonics/Phonological Awareness</u> Playing listening games</p> <p>I-Spy</p>	<p><u>Number</u> To count to 10/20</p> <p>To sing number rhymes</p> <p>To use 1-1 correspondence</p> <p><u>Shape & Space</u> <u>Numerical Patterns</u></p>	<p>To know where to find resources.</p> <p>To navigate environment</p> <p>To learn the different areas of the room</p> <p><u>Past & Present</u> To share holiday news</p> <p><u>People & Communities</u> To talk about 'family'</p> <p><u>The Natural World</u> To explore the outdoors</p>	<p><u>Creating With Materials</u> To explore the resources in the classroom areas</p> <p>To use available resources to develop role play</p> <p><u>Being Imaginative & Expressive</u> To join in singing songs</p>

<p>Week 2</p>	<p><u>Self-Regulation</u> To ask adults for help</p> <p>To have positive approach to events</p> <p>To carry out self-registration</p> <p><u>Building Relationships</u> Learning the names of new children</p> <p>To play alongside others</p> <p><u>Managing Self</u> To know rules/sanctions</p> <p>To learn the routines of the day/lunchtime</p> <p>Select and use resources available</p>	<p><u>Listening, Attention & Understanding</u> To respond to simple instructions</p> <p>To listen to the story 'The Colour Monster'</p> <p><u>Speaking</u> To hold a two way conversation about likes and dislikes</p> <p>To say good morning/afternoon</p>	<p><u>Gross Motor</u> To dress and undress for garden with adult support</p> <p>To climb over, under and through climbing equipment</p> <p>To learn how to care for ourselves - sleep/ washing</p> <p><u>Fine Motor</u> To hold a pencil and use it effectively when writing name and drawing a self portrait.</p> <p>Handwriting- s,a,t,i</p>	<p><u>Comprehension</u> Listen to ORT stories, answering key questions</p> <p><u>Word Reading</u> Reading: ORT: Mum/Dad</p> <p><u>Writing</u> Writing - Writing a simple sentence</p> <p><u>Phonics/Phonological Awareness</u> Phonics: s,a,t,i Playing listening games</p> <p>I-Spy</p>	<p><u>Number</u> To count to 10/20</p> <p>To sing number rhymes</p> <p>To use 1-1 correspondence</p> <p><u>Shape & Space</u></p> <p><u>Numerical Patterns</u> To say the odd one out</p>	<p><u>Past & Present</u> To look at past photographs of West End</p> <p><u>People & Communities</u> To show an interest in our local area and school community</p> <p>To identify people who help us around school</p> <p><u>The Natural World</u> To investigate our garden area using our senses.</p>	<p><u>Creating With Materials</u> To create simple representations of themselves</p> <p><u>Being Imaginative & Expressive</u> To use available resources to develop role play in the kitchen</p>
<p>Week 3</p>	<p><u>Self-Regulation</u> To learn name feeling happy, sad, scared & excited</p> <p>To manage changes positively</p> <p>To know that voice matters - story vote</p> <p><u>Building Relationships</u> To form friendships with other children</p> <p>To know how and who to seek help from within our school</p>	<p><u>Listening, Attention & Understanding</u> To answer how and why questions</p> <p><u>Speaking</u> To stay on topic when in conversation</p> <p>To say good morning/afternoon</p>	<p><u>Gross Motor</u> To change for yoga Writing Ribbons To hold a still body position and shape</p> <p>To carefully use construction equipment in garden</p> <p>To know how to use space in the hall</p> <p><u>Fine Motor</u> Dough Disco</p>	<p><u>Comprehension</u> Listening and responding to The Colour Monster</p> <p>To know print carries meaning</p> <p><u>Word Reading</u> Reading: ORT: Mum, Dad, Kipper, Floppy</p> <p><u>Writing</u> Writing - Writing a</p>	<p><u>Number</u> To sing number rhymes To count to 10/20</p> <p><u>Shape & Space</u> To name 2D shapes</p> <p><u>Numerical Patterns</u> To use 1-1 correspondence</p> <p>To introduce repeating patterns ABAB</p>	<p><u>Past & Present</u> Comparing Bedlington in the past/Bedlington now.</p> <p><u>People & Communities</u> To locate Bedlington on a map To identify features of Bedlington they like and dislike.</p> <p><u>The Natural World</u> To know about features of living things.</p>	<p><u>Creating With Materials</u> To understand the process of printing.</p> <p>Printing a repeating pattern</p> <p><u>Being Imaginative & Expressive</u> To use available resources to develop role play in the kitchen</p>

	<p><u>Managing Self</u> To learn how to care for ourselves - sleep/ washing</p> <p>Learning to remove and fold jumpers</p>		<p>To hold a pencil and use it effectively Handwriting- p,n,c/k,e</p> <p>Number formation - 1</p>	<p>simple sentence/name writing 'I am'</p> <p><u>Phonics/Phonological Awareness</u> Phonics: p,n,c/k,e Playing listening games</p> <p>I-Spy</p>	Comment on patterns		To develop roles in the kitchen
Theme	Marvellous Me!						
Week 4	<p><u>Self-Regulation</u> Circle Time - Special Qualities</p> <p>Daily Feelings Circle Time proud / angry</p> <p>To know that voice matters - story vote</p> <p><u>Building Relationships</u> Being a special friend like the colour monster</p> <p><u>Managing Self</u> Learn the golden rules - We are Honest</p>	<p><u>Listening, Attention & Understanding</u> Story Focus: I am Special, I am me</p> <p>Listen to Peepo</p> <p>The Colour Monster</p> <p><u>Speaking</u> Talk about individual qualities</p> <p>To use vocabulary linked to ourselves</p>	<p><u>Gross Motor</u> P.E: - Learn how to undress</p> <p>Yoga- balancing and posture 'We're going on a bear hunt!'</p> <p>Writing Ribbons</p> <p>To carefully use construction equipment in garden</p> <p><u>Fine Motor</u> Dough Disco</p> <p>Tracing a picture of a face</p> <p>Handwriting - h,r,m,d</p> <p>Number formation - 2</p>	<p><u>Comprehension</u> To understand book language. Author/illustrator</p> <p><u>Word Reading</u> Reading: ORT: Mum, Dad, Kipper, Floppy</p> <p><u>Writing</u> Writing - Writing a simple sentence/name writing 'I am'</p> <p><u>Phonics/Phonological Awareness</u> Phonics: h,r,m,d</p> <p>Playing listening games</p> <p>I-Spy</p>	<p><u>Number</u> N: Counting Stick Ordering numbers to and from 10</p> <p>SSM: Create a feeling pictogram</p> <p><u>Shape & Space</u></p> <p><u>Numerical Patterns</u> Odd one out games</p>	<p><u>Past & Present</u> Talk about the story Peepo - how have homes changed?</p> <p><u>People & Communities</u> Discuss and sort our likes and dislikes</p> <p><u>The Natural World</u></p>	<p><u>Creating With Materials</u> Exploring texture with feeling jar</p> <p>Colour hunt To know the names of the primary and secondary colours</p> <p>Explore colour mixing</p> <p><u>Being Imaginative & Expressive</u> To clap syllable feelings name patterns</p> <p>Join in with singing songs - Happy and know. Head shoulders..</p>

							To keep a beat to a nursery rhyme
Week 5	<p><u>Self-Regulation</u> To know we are all special</p> <p>To know our place in school</p> <p>Daily Feelings Circle Time calm /loved</p> <p>Circle Time - Similarities and Differences</p> <p>To know that voice matters - story vote</p> <p><u>Building Relationships</u> Know-how and who to seek help from within the community</p> <p><u>Managing Self</u> To know how to care for ourselves</p> <p>Learn the golden rules - We are Kind and helpful</p>	<p><u>Listening, Attention & Understanding</u> Story Focus: My World, your World</p> <p><u>Speaking</u> To discuss how we are special</p> <p>To share plan, do and review work</p>	<p><u>Gross Motor</u> Writing Ribbons</p> <p>P.E: - Learn how to undress</p> <p>Yoga- balancing and posture 'We're going on a bear hunt!</p> <p><u>Fine Motor</u> Use hammer in the outdoor workshop area Dough Disco</p> <p>Handwriting- g,o,u,l ,</p> <p>Number formation - 3</p>	<p><u>Comprehension</u> To know the difference between text and illustrations</p> <p>Talk about author and illustrator</p> <p>To handle a book with care</p> <p><u>Word Reading</u> Reading: ORT: Biff, Chip, Wilf and Wilma</p> <p><u>Writing</u> Writing: Write a simple sentence ' I can'</p> <p><u>Phonics/Phonological Awareness</u> Phonics: g,o,u,l</p> <p>Playing listening games</p> <p>I-Spy</p>	<p><u>Number</u> Counting Stick Ordering numbers to and from 1more/1 less</p> <p>Counting sets of objects</p> <p>Subtising - 5 dice patterns</p> <p><u>Shape & Space</u> 2D shapes</p> <p><u>Numerical Patterns</u></p> <p>SSM: Create a repeating pattern based on physical attributes</p>	<p><u>Past & Present People & Communities</u> Use Google maps to compare countries. Locate the UK and Bedlington</p> <p>Discuss our similarities and differences with children from around the world.</p> <p><u>The Natural World</u></p> <p>Listening games in the outdoors</p>	<p><u>Creating With Materials</u> To use paint freely To mix paint to make secondary colours</p> <p><u>Being Imaginative & Expressive</u></p> <p>Clapping out syllables in our name</p> <p>To create simple representations of objects.</p>
Week 6	<p><u>Self-Regulation</u> Circle Time - Celebrating Differences</p> <p>Daily Feelings Circle Time -</p>	<p><u>Listening, Attention & Understanding</u> Story Focus: My First Body</p>	<p><u>Gross Motor</u> Writing Ribbons</p> <p>P.E: - Learn how to undress</p>	<p><u>Comprehension</u> Introduce Non-Fiction features</p> <p><u>Word Reading</u></p>	<p><u>Number Shape & Space Numerical Patterns</u> Counting Stick Ordering numbers</p>	<p><u>Past & Present People & Communities</u> What can we do now that we could not as a baby Identifying our body</p>	<p><u>Creating With Materials</u> Skeleton bodies - exploring different materials</p>

	<p>explore all feelings I am ... <u>Building Relationships</u> To work with a partner to create a model</p> <p><u>Managing Self</u> Learn the golden rules - We Work Hard Growth Mindset - understanding how we learn</p> <p>Discuss healthy choices</p>	<p>Book</p> <p><u>Speaking</u> To talk about things we can do now</p> <p>To talk about our body parts leg, arm, face, etc</p> <p>To share plan, do and review work</p>	<p>Yoga- balancing and posture 'We're going on a bear hunt!'</p> <p><u>Fine Motor</u> Use drill and saw in the outdoor workshop area</p> <p>Dough Disco</p> <p>Handwriting- f, b, ai, j</p>	<p>Reading: ORT characters <u>Writing</u> Writing: Label a body</p> <p><u>Phonics/Phonological Awareness</u> Phonics: f, b, ai, j</p>	<p>to and from 1 more/ 1 less</p> <p>SSM: Shape Body - Learn the names of 2-D shapes</p>	<p>parts.</p> <p><u>The Natural World</u> Exploring our 5 senses Senses hunt in the garden</p>	<p>To know how to attach materials glue - pva/pritt</p> <p><u>Being Imaginative & Expressive</u> To plan models</p> <p>To comment on an artists work</p>
Week 7	<p><u>Self-Regulation</u> Daily Feelings Circle Time</p> <p><u>Building Relationships</u> Circle Time- My Family</p> <p><u>Managing Self</u> Learn the golden rules - We look After Property</p>	<p><u>Listening, Attention & Understanding</u> Story Focus Oxford Reading Tree</p> <p>To listen to others ideas, regarding their plan, do and review</p> <p><u>Speaking</u></p> <p>Responding to stories. Predict what will happen</p> <p>Speak in correct tense</p> <p>To confidently talk about what we see in our garden</p>	<p><u>Gross Motor</u> P.E: - Learn how to undress Yoga- balancing and posture 'We're going on a bear hunt!'</p> <p><u>Fine Motor</u> Use saw in the outdoor workshop area</p> <p>Writing Ribbons Dough Disco Handwriting- oa, ie, ee, or</p>	<p><u>Comprehension</u> <u>Word Reading</u> Reading: ORT Big Books <u>Writing</u> Writing: Write a simple sentence about a family photo</p> <p><u>Phonics/Phonological Awareness</u> Phonics: oa, ie, ee, or</p>	<p><u>Number</u> Counting Stick Ordering numbers to and from 1 more/ 1 less <u>Shape & Space</u> <u>Numerical Patterns</u> Number 5</p> <p>SSM: Measure ourselves with string and compare</p>	<p><u>Past & Present</u> What did our families do when they were young?</p> <p><u>People & Communities</u> Share a special family event - Tapestry Photo</p> <p><u>The Natural World</u> To our senses to make observations in our garden area.</p>	<p><u>Creating With Materials</u></p> <p><u>Being Imaginative & Expressive</u> Use an instrument to tap out name</p> <p>To name musical instruments</p>

		To share plan, do and review work					
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