

West End First School
Apple Class Medium Term Planning Autumn A 2019-2020

	Themes/Areas of Interest		Celebrations/Events/Visits/Visitors		Class Environment/Learning Areas/Display		
	<p>All About Me/People Who Help Us</p> <ul style="list-style-type: none">FacesBodiesEmotionsFamiliesJobs		<ul style="list-style-type: none">Police Community 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</p> <p>Tues 3rd - 6th</p> <p>September</p> <p>Send Home- All About Me Book.</p>	<p>Support children to leave carers/parents happily.</p> <p>Support children to follow classroom rules and routines.</p> <p>Teach and support children about the boundaries of the setting.</p> <p>Teach and support 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 talk about themselves.</p> <p>Provide opportunities for children to use vocabulary based on people and events important to them.</p>	<p>Establish safe and appropriate use of areas.</p> <p>Use tweezers to move/sort to develop fine motor skills.</p> <p>Provide play-dough to make representations of faces.</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>Introduce Numicon as a chart/registration system.</p>	<p>Provide opportunities to share/talk about own experiences/families/interests /activities at home.</p>	<p>Provide opportunities to represent own interests/experiences, through painting, model making, cutting and sticking.</p> <p>Provide opportunities to paint/ create representations of themselves.</p>
<p>Week 2</p> <p>9th-13th</p> <p>September</p>	<p>Support children to leave carers/parents happily.</p> <p>Support children to follow classroom rules and routines.</p> <p>Teach and support children about the boundaries of the setting.</p> <p>Teach and support children to share and turn take when using resources</p> <p>Establish a tidy up routine.</p> <p>Adults to work in areas to establish firm boundaries and learning intentions.</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 talk about themselves.</p> <p>Provide opportunities for children to use vocabulary based on people and events important to them.</p>	<p>Establish safe and appropriate use of areas.</p> <p>Use tweezers to move/sort to develop fine motor skills.</p> <p>Provide play-dough to make representations of faces.</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>Introduce Numicon as a chart/registration system.</p>	<p>Provide opportunities to share/talk about own experiences/families/interests /activities at home</p>	<p>Provide small world resources linked to people and families.</p> <p>Provide opportunities to use paints to paint faces.</p> <p>Provide opportunities to listen to songs/stories about bodies and faces.</p> <p>Provide opportunities to create 3D models of themselves and people.</p>

Week 3 16th-20th September Saturday 21st Open Day	<p>Support children to leave carers/parents happily.</p> <p>Support children to follow classroom rules and routines.</p> <p>Teach and support children about the boundaries of the setting.</p> <p>Teach and support children to share and turn take when using resources</p> <p>Establish a tidy up routine.</p> <p>Adults to work in areas to establish firm boundaries and learning intentions</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 talk about themselves.</p> <p>Provide opportunities for children to use vocabulary based on people and events important to them.</p>	<p>Establish safe and appropriate use of areas.</p> <p>Use tweezers to move/sort to develop fine motor skills.</p> <p>Provide play-dough to make representations of faces.</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>Introduce Numicon into all areas.</p>	<p>Provide opportunities to share/talk about own experiences/families/interests /activities at home</p>	<p>Provide small world resources linked to people and families.</p> <p>Provide opportunities to use paints to paint faces.</p> <p>Provide opportunities to listen to songs/stories about bodies and faces.</p> <p>Provide opportunities to create 3D models of themselves and people.</p>
Week 4 23rd-27th September	<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 and respond to stories.</p> <p>Listen and respond to questions.</p> <p>Follow simple instructions.</p> <p>Provide opportunities for children to talk about themselves.</p> <p>Provide opportunities for children to use vocabulary based on people and events important to them.</p>	<p>Establish safe and appropriate use of areas.</p> <p>Use tweezers to move/sort to develop fine motor skills.</p> <p>Provide play-dough to make representations of faces.</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>Counting body parts. Eyes, nose, arms, fingers, toes.</p>	<p>Provide opportunities to share/talk about own experiences/families/interests /activities at home</p>	<p>Provide small world resources linked to people and families.</p> <p>Provide opportunities to use paints to paint faces.</p> <p>Provide opportunities to listen to songs/stories about bodies and faces.</p> <p>Provide opportunities to create 3D models of themselves and people.</p>
Week 5 30th- 4th October People Who Help Us People who look after our health-doctors, nurses, dentist, ambulance							
Week 6 7th-11th October People who look after our health-doctors, nurses, dentist, ambulance							

Week 7 14th-19th October People who keep us safe- police, fire, road safety,							
Week 8 21st-25th October STEM Week							