
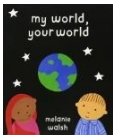






## Beech Class Medium Term Plan: 2023 Autumn A

	<h1>Beech Class Medium Term Plan: 2023 Autumn A</h1>						
Important Dates	Key texts		Stimulus	Favourite Five Books		Key Vocabulary	
	  		I am Special, I am Me! My World, Your World My First Body Book The Colour Monster	Owl Babies We're Going on a Bear Hunt My World, Your World The Enormous Turnip The Colour Monster		Grow, life cycle, tall, short, feeling, happy, sad, scared, excited, Family, body, growth mind set	
Theme	Wonderful West End						
Areas of Learning	PSED	CAL	PD	Literacy	Maths	UW	EAD
Week 1	<u>Self-Regulation</u> To separate from carer  To have positive approach to new class / routines/ lunchtime  Learning rules/areas for play in the classroom & garden  <u>Building Relationships</u> Learning names of friends/staff  <u>Managing Self</u> To use the toilet  To wash hands before food, and after toilet  To know how and when to line up	<u>Listening, Attention &amp; Understanding</u>  To listen in a small group  <u>Speaking</u> To say good morning  To take turns speaking during circle time talking about our school and family  Circle time news	<u>Gross Motor</u> Free access to the outdoor resources Using the climbing frame correctly indoors  <u>Fine Motor</u> To develop skill in manipulating small objects making patterns  To hold a pencil and use it effectively to write name  To hold scissors carefully to cut shapes	<u>Comprehension</u> Listening to stories  <u>Word Reading</u> Recognising name  <u>Writing</u> Writing – Writing name  <u>Little Wandle</u> Playing listening games  I-Spy	<u>Number</u> To count to 10/20  To sing number rhymes  To use 1-1 correspondence  <u>White Rose Maths</u> 'Getting to know you' Positional language Learning routines, key times of day	To know where to find resources.  To navigate environment  To learn the different areas of the room  <u>Past &amp; Present</u> To share holiday news  <u>People &amp; Communities</u> To talk about 'family'  <u>The Natural World</u> To explore the outdoors	<u>Creating With Materials</u> To explore the resources in the classroom areas  To use available resources to develop role play  <u>Being Imaginative &amp; Expressive</u> To join in singing songs

Week 2	<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 &amp; 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 &amp; 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>Circle time news</p>	<p><u>Gross Motor</u> Free access to the outdoor resources Using the climbing frame correctly indoors</p> <p><u>Fine Motor</u></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>Little Wandle</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>White Rose Maths</u> 'Getting to know you' Positional language Learning routines, key times of day</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 &amp; Present</u> To share holiday news</p> <p><u>People &amp; 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 &amp; Expressive</u></p> <p>To join in singing songs</p>
Week 3	<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><u>Listening, Attention &amp; Understanding</u></p> <p>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><u>Gross Motor</u></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></p> <p>To hold a pencil and use it effectively when writing name and drawing a self portrait.</p>	<p><u>Comprehension</u> Listen to s stories, answering key questions</p> <p><u>Word Reading</u> Reading: name cards</p> <p><u>Writing</u> Writing – name writing</p> <p><u>Little Wandle</u> Phonics: s,a,t,p Playing listening games</p>	<p><u>Number</u> To count to 10/20 To use 1-1 correspondence</p> <p><u>White Rose Maths</u> Match, Sort and Compare</p> <p>Key stories: Mr Big, Duck in a Truck, <u>Dear Zoo</u></p> <p>Key songs: Jack Hartman count -10 and exercise</p>	<p><u>Past &amp; Present</u> To look at past photographs of West End</p> <p><u>People &amp; 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 ourselves, adding texture, colour and shape</p> <p><u>Being Imaginative &amp; Expressive</u> To use available resources to develop role play in the kitchen</p>

	<p>To learn the routines of the day/lunchtime</p> <p>Select and use resources available</p>	<p>To say good morning/afternoon</p> <p>To share news</p>	<p>Handwriting- s,a,t,p using Little Wandle formation rhymes</p>	<p>I-Spy</p> <p>Introduce vocab – phoneme</p> <p>What's in the box</p> <p>Oral blending</p>	<p>1,2,3,5 once I caught a fish alive</p> <p>When I was one...</p>		
Week 4	<p><u>Self-Regulation</u></p> <p>To learn name feeling happy, sad, scared &amp; 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>Managing Self</u></p> <p>To learn how to care for ourselves – sleep/ washing</p> <p>Learning to remove and fold jumpers</p>	<p><u>Listening, Attention &amp; Understanding</u></p> <p>To answer how and why questions</p> <p><u>Speaking</u></p> <p>To stay on topic when in conversation</p> <p>To say good morning/afternoon</p>	<p><u>Gross Motor</u></p> <p>To change for yoga</p> <p>Writing Ribbons</p> <p>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></p> <p>Dough Disco</p> <p>To hold a pencil and use it effectively during handwriting- i n m d</p> <p>Number formation - 1</p>	<p><u>Comprehension</u></p> <p>Listening and responding to The Colour Monster</p> <p>To know print carries meaning</p> <p><u>Word Reading</u></p> <p>Reading: name recognition</p> <p><u>Writing</u></p> <p><u>Little Wandle</u></p> <p>Phonics: i n m d</p> <p>Playing listening games</p> <p>I-Spy</p> <p>Introduce vocab – phoneme</p> <p>What's in the box</p> <p>Oral blending</p>	<p><u>Number</u></p> <p>To count to 10/20</p> <p>Counting sets of objects</p> <p>To use 1-1 correspondence</p> <p><u>White Rose Maths</u></p> <p>Match Sort and Compare</p> <p>Key stories: Mr Big, Duck in a Truck, <b>Dear Zoo</b></p> <p>Key songs: Jack Hartman count -10 and exercise</p> <p>1,2,3,5 once I caught a fish alive</p> <p>When I was one...</p>	<p><u>Past &amp; Present</u></p> <p>Comparing Bedlington in the past/Bedlington now.</p> <p><u>People &amp; Communities</u></p> <p>To locate Bedlington on a map</p> <p>To identify features of Bedlington they like and dislike.</p> <p><u>The Natural World</u></p> <p>To know about features of living things.</p>	<p><u>Creating With Materials</u></p> <p>To understand the process of printing.</p> <p>Painting the colour monster</p> <p><u>Being Imaginative &amp; Expressive</u></p> <p>To use available resources to develop role play in the kitchen</p> <p>To develop roles in the kitchen</p>
Theme	Marvellous Me!						
Week 5	<p><u>Self-Regulation</u></p> <p>Circle Time – Special Qualities</p>	<p><u>Listening, Attention &amp; Understanding</u></p>	<p><u>Gross Motor</u></p> <p>P.E: - Learn how to undress</p>	<p><u>Comprehension</u></p> <p>To understand book language.</p> <p>Peepo</p> <p>Author/illustrator</p>	<p><u>Number</u></p> <p>N: Counting Stick</p> <p>Ordering numbers to and from 10</p>	<p><u>Past &amp; Present</u></p> <p>Talk about the story Peepo – how have homes changed?</p>	<p><u>Creating With Materials</u></p> <p>Exploring texture with feeling jar</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>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>Yoga- balancing and posture 'We're going on a bear hunt!' Writing Ribbons</p> <p>To carefully use construction equipment in garden</p> <p><u>Fine Motor</u> Draw our family</p> <p>Dough Disco</p> <p>Tracing a picture of a face</p> <p>Handwriting - g o c k</p> <p>Number formation - 2</p>	<p><u>Word Reading</u> Reading: is</p> <p><u>Writing</u> Writing – name writing</p> <p><u>Little Wandle</u> Phonics: g o c k</p> <p>Playing listening games</p> <p>I-Spy Introduce vocab – phoneme What's in the box Oral blending</p>	<p><u>Shape &amp; Space</u> SSM: Create a feeling pictogram</p> <p>Sorting - guess my rule game</p> <p><u>White Rose Maths</u> Talk about measure and patterns</p> <p><u>Numerical Patterns</u> To introduce repeating patterns ABAB</p> <p>Comment on patterns SSM: Create a repeating pattern based on physical attributes</p> <p>Key stories: <b>Mr Big</b>, Duck in a Truck, <u>Dear Zoo</u></p> <p>Key songs: Jack Hartman count -10 and exercise 1,2,3,5 once I caught a fish alive When I was one...</p>	<p><u>People &amp; Communities</u> Discuss and sort our likes and dislikes</p> <p><u>The Natural World</u> Exploring our garden area, look at the changes over the summer.</p> <p>Weeding and preparing the garden for Autumn</p>	<p>Colour hunt To know the names of the primary and secondary colours</p> <p>Explore colour mixing Paint a picture of ourselves</p> <p><u>Being Imaginative &amp; Expressive</u>  To clap syllable feelings name patterns</p> <p>Join in with singing songs – Happy and know. Head shoulders..</p> <p>To keep a beat to a nursery rhyme</p>
Week 6	<p><u>Self-Regulation</u> To know we are all special</p> <p>To know our place in school</p>	<p><u>Listening, Attention &amp; Understanding</u></p>	<p><u>Gross Motor</u> Writing Ribbons</p>	<p><u>Comprehension</u> To know the difference between</p>	<p><u>Number</u> Counting Stick Ordering numbers to and from</p>	<p><u>Past &amp; Present People &amp; Communities</u> Use Google maps to compare countries.</p>	<p><u>Creating With Materials</u> To use paint freely</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>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>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> Learning to hold and use a hammer safely</p> <p>Dough Disco</p> <p>Handwriting- ck e u r Little Wandle formation rhymes</p> <p>Number formation - 3</p>	<p>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: is, I</p> <p><u>Writing</u> Writing: Writing – Writing a simple sentence/name writing 'I am' <u>Little Wandle</u> Phonics: ck e u r</p> <p>Playing listening games</p> <p>I-Spy Introduce vocab – phoneme What's in the box Oral blending</p>	<p>1 more/1 less</p> <p>Counting sets of objects</p> <p>Subtising - 5 dice patterns</p> <p>Comparing amounts</p> <p><u>White Rose Maths</u> Talk about measure and patterns</p> <p>Key stories: <b>Mr Big</b>, Duck in a Truck, <u>Dear Zoo</u></p> <p>Key songs: Jack Hartman count -10 and exercise 1,2,3,5 once I caught a fish alive When I was one...</p>	<p>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>Using hoops, how many natural objects are in my collection...</p>	<p>To mix paint to make secondary colours <u>Being Imaginative &amp; Expressive</u></p> <p>Clapping out syllables in our name</p> <p>To create simple representations of objects.</p>
Week 7	<p><u>Self-Regulation</u> Circle Time – Celebrating Differences</p> <p>Daily Feelings Circle Time – explore all feelings I am ...</p> <p><u>Building Relationships</u> To work with a partner to create a model</p> <p><u>Managing Self</u></p>	<p><u>Listening, Attention &amp; Understanding</u> Story Focus: My First Body Book</p> <p><u>Speaking</u> To talk about things we can do now</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></p>	<p><u>Comprehension</u> Introduce Non-Fiction features</p> <p><u>Word Reading</u> Reading: is, I, the</p> <p><u>Writing</u> Write a simple sentence 'I can'</p>	<p><u>Number</u> Counting Stick Ordering numbers to and from 1 more/ 1 less</p> <p><u>White Rose</u> It's me 1,2,3</p>	<p><u>Past &amp; Present</u> What can we do now that we could not as a baby <u>People &amp; Communities</u> Identifying our body parts.</p> <p><u>The Natural World</u> Exploring our 5 senses</p>	<p><u>Creating With Materials</u> Skeleton bodies – exploring different materials</p> <p>To know how to attach materials glue – pva/pritt</p>

	<p>Learn the golden rules - We Work Hard Growth Mindset – understanding how we learn</p> <p>Discuss healthy choices</p>	<p>To talk about our body parts leg, arm, face, etc</p> <p>To share plan, do and review work</p>	<p>Learning to hold and use a drill safely</p> <p>Dough Disco</p> <p>Handwriting- h b f l</p>	<p><u>Little Wandle</u> Phonics: h b f l I-Spy Introduce vocab – phoneme What's in the box Oral blending</p>	<p>SSM: Shape Body – Learn the names of 2-D shapes</p> <p>Matching games</p> <p>Reading Monkey Puzzle – matching</p> <p>Key stories: Mr Big, <b>Duck in a Truck</b>, <u>Dear Zoo</u></p> <p>Key songs: Jack Hartman count -10 and exercise 1,2,3,5 once I caught a fish alive When I was one...</p>	<p>Senses hunt in the garden</p> <p>Find something that matches</p>	<p><u>Being Imaginative &amp; Expressive</u> To plan models</p> <p>To comment on an artists work</p>
<p>Week 8</p> <p><u>Reading week</u></p>	<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> Respect - We look After Property</p>	<p><u>Listening, Attention &amp; Understanding</u> Story focus : Supertato Spinderella Squasherella We're going on a ghost hunt Funny bones</p> <p>To listen to others ideas, regarding their plan, do and review</p> <p><u>Speaking</u></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> Learning to hold and use a saw safely</p> <p>Writing Ribbons Dough Disco Handwriting- Assessment</p>	<p><u>Comprehension</u>  <u>Word Reading</u> Reading: ORT Big Books <u>Writing</u> Label body parts</p> <p><u>Little Wandle</u> Phonics: assessment week</p> <p>I-Spy Introduce vocab – phoneme What's in the box Oral blending</p>	<p><u>Number</u> Counting Stick Ordering numbers to and from 1 more/ 1 less</p> <p><u>White Rose</u> It's me 1,2,3</p> <p>SSM: Measure ourselves with string and compare</p> <p>Key stories: Mr Big, <b>Duck in a Truck</b>, <u>Dear Zoo</u> Key songs: Jack Hartman count -10 and exercise</p>	<p><u>Past &amp; Present</u> What did our families do when they were young?</p> <p><u>People &amp; 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 &amp; Expressive</u> Use an instrument to tap out name</p> <p>To name musical instruments</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>To share plan, do and review work</p>			<p>1,2,3,5 once I caught a fish alive</p> <p>When I was one...</p>		
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