

Beech & Willow Medium Term Planning - Block 1

Theme: Children starting school			Date: 06.09.2018 (3 weeks)		
	What do we want the children to learn?		How will we enable this learning to take place?	How will we know who has learned what?	What next?
	Learning intentions based on stepping stones/learning goals (40-60m)	Vocabulary	Activities/Routines Provision	Assessment	Notes to inform future planning
Personal, Social & Emotional Development	<ul style="list-style-type: none"> To separate from carer To have positive approach to events To form friendships with other children To learn the routines of the day To learn the lunchtime routine To know the rules/areas for play in the playground/classroom/garden To know rules/sanctions SEAL belonging. To develop a sense of personal identity. 	Friend, kind, nice Knife, fork, tray, spoon etc. Red lines, safety	<ul style="list-style-type: none"> Adult support Praise/encouragement Support/activities provided Praise/encouragement Adult modelling and support for routine Adult to take out small groups of children To teach rules and expectations for garden/classroom Teaching the chn to use and access the resources independently Sharing class rules, rewards and sanctions with children and parents. 	Observations Baseline Assessment Home visits	
Communication & Language	<ul style="list-style-type: none"> To listen in a small group To take turns speaking To answer how and why question To respond to simple instructions 	Book language – page, front/back cover, blurb, words, pictures	<ul style="list-style-type: none"> Listening to stories Telling their name in circle time & who lives with them Talking about their family members and what they enjoyed doing at nursery. 	Observations All About Me Book AAMB Baseline Assessment Home visits Talking to chn	
Physical development	<ul style="list-style-type: none"> To develop skill in manipulating small objects To climb over, under and through climbing equipment To dress and undress for garden with adult support To hold a pencil and use it effectively 	Cut out Over, under, through, next to Space, stop, move	<ul style="list-style-type: none"> Cutting pictures for AAM General play In the garden Finding a space. 	Observations All About Me Book AAMB Baseline Assessment Home visits	

Literacy	<ul style="list-style-type: none"> To recognise the Oxford Reading Tree characters To know how to handle a book To recognise their name To link some sounds to letters. To be able to write their first name 	Biff, Chip, Kipper, Floppy, Mum, Dad Book language – page, front/back cover, blurb, words, pictures Whose name begins with...?	<ul style="list-style-type: none"> Read ORT stories, talk about how they got strange names Labelling characters Quiet area/bookcase Name card games Play ORT games 	Observations All About Me Book AAMB Baseline Assessment	
Mathematics	<ul style="list-style-type: none"> To count to 10/20 To sing number rhymes To use 1-1 correspondence To recognise number 1 To introduce repeating patterns 	How many? Count One has gone	<ul style="list-style-type: none"> WG counting Singing '5 little ducks' 'on the farmers apple tree' Discussing numbers of children who can play in each area Number Zoo - introduce Penguin 1 Education City counting 1 – 5 Number recognition 1-5 	Observations All About Me Book AAMB Baseline Assessment	
Understanding the World	<ul style="list-style-type: none"> To know where to find resources. To navigate environment To learn the different areas of the room To use simple ICT programs To know about features of living things. To investigate using their senses. To identify features they like and dislike. To show an interest in the lives of other people 	Area names Mouse, keyboard Computer parts	<ul style="list-style-type: none"> Adult support Praise/encouragement Adult support to introduce and encourage children to work appropriately in different areas. Support using computers Sequencing/Education City – 1-5/Brown Bears Seasons To look at the transition pumpkins 	Observations	
Expressive Arts & Design	<ul style="list-style-type: none"> To use available resources to develop role play To experiment to create different textures To join in singing songs To create simple representations of themselves To use available resources to develop role play To understand the process of printing. To create simple representations of objects. 	Modelling Cutter Rolling pin boards What colour... What features...	<ul style="list-style-type: none"> Role play kitchen Free exploration of playdough/Transient Art Learning 'on the farmers apple tree' Painting self portraits 	Observations	