

# Autumn 1

## Medium Term planning

### Marvelous Me!

	Week 1 Phone calls 2nd - 5th Sep	Week 2 8th - 12th Sep	Week 3 15th - 19th Sep	Week 4 22nd - 26th Sep	Week 5 29th - 3rd Oct	Week 6 6th - 10th Oct	Week 7 13th - 17th Oct	Week 8 20th-24th Oct
Managing self  Self regulation	Settling in	Settling in	You Choose by Nick Sharratt and Pippa Goodheart  I can choose what I like		You Choose by Nick Sharratt and Pippa Goodheart  I can make my mind up and tell you things I like		You Choose by Nick Sharratt and Pippa Goodheart  I can ask others what they think	
Phonics	Settling in	Oxford Level 1+ Book 1 /s/ s /s/ s /a/ a /a/ a Consolidate	Oxford Level 1+ Book 1 /t/ t /t/ t /p/ p /p/ p Consolidate	Oxford Level 1+ Book 2 /i/ i /i/ i /n/ n /n/ n Consolidate	Oxford Level 1+ Book 2 /m/ m /m/ m /d/ d /d/ d Consolidate	Oxford Level 1+ Book 3 /g/ g /g/ g /o/ o /o/ o Consolidate	Oxford Level 1+ Book 3 /k/ c /k/ c /k/ k /k/ k Consolidate	Consolidation
Word reading	Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning							
Story time	Welcome to EYFS Settling in activities  Model talk routines	Making friends	Children talking about experiences that are familiar to them	What are your passions / goals / dreams?	This is me! Rhyming and alliteration	Familiar Print Sharing facts about me!	Mood Monsters Shared stories All about me!	We are all different



RE	<p><i>Why is the word God so important to Christians?</i></p> <p><b>Christian</b></p> <p><u><a href="#">Unit R.1 - Why is the word God so important to Christians</a></u></p>							
Expression art and designs	<p>Listen to music and make their own dances in response.</p> <p>Painting hands</p> <p>Drawing self portraits</p> <p>Mixing colours</p> <p>Junk Modelling</p>							
Music	<p><b>Me!</b></p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught A Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p> <p><b>Musical learning focus</b></p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>							
Handwriting	Settling in	Dots	Straight lines and crosses	Circles	Waves	Loops and bridges	Joined straight lines	

Introduction for Pe: Unit 1	Settling in	Settling in	Theme: Witches and wizards To move safely and sensibly in a space with consideratio n of others.	Theme: Pirates To develop moving safely and stopping with control.	Theme: Mythical creatures To use equipment safely and responsibly.	Theme: To the castle To use different traveling actions whilst following a path.	Theme: Superheros To work with others co-operativel y and play as a group.	Theme: Monsters To follow, copy and lead a partner.
Fundamentals Unit 1	Settling in	Settling in	Theme: Body parts To develop balancing whilst stationary and on the move.	Theme: Feelings To develop running and stopping.	Theme: Our senses To develop changing direction.	Theme: Ways we look after ourselves To develop jumping and landing.	Theme: My favourite things To develop hopping and landing with control.	Theme: It's good to be me To explore different ways to travel.