

LEYBURN COMMUNITY PRIMARY SCHOOL UFS MEDIUM TERM PLAN (MRS. DALES)

Autumn term –1ST half 2017-2018- ('All about me')

Ongoing topics Seasons, Weather, Festivals and Celebrations

Topic	Personal Social Emotional	Communication & Language	Literacy	Maths	Understanding of the World	Physical Development	Expressive art And Design
<p>Week 1</p> <p>Settling in</p> <p>Collective worship – Noah's ark</p>	<p>Understanding the Classroom routine.</p> <p>Understanding the areas of provision</p> <p>Following simple Instructions (stop and Start games, using a Strategy to indicate When we stop and listen i.e. wind chimes.</p> <p>See C&L activities</p>	<p>NEW BEGINNINGS Circletime activities: Getting to know each other, discussing feelings and linking these to starting school and the school day. (sad, happy, hungry, sleepy)</p>	<p>Preferred hand? Pencil grasp (link to chart) Letter formation?</p> <p>Read Starting school stories.</p> <p>*initial writing assessment – self-portrait and write name*</p>	<p>Counting accurately to 10? Introduce numicon Numeral recognition? Shape and colour recognition?</p> <p>Counting songs.</p> <p>*initial maths assessment – counting to ten accurately and recognising shapes/colours*</p>	<p>Using a computer – what skills do the children have? What do they need?</p>	<p>Dance – body parts – 'head, Shoulders, knees and toes.</p> <p>Observe GMS and FMS.</p>	<p>Dancing and music</p> <p>Drawing</p> <p>Designing and making.</p> <p>Face biscuit</p>
<p>Week 2</p> <p>making friends</p> <p>Collective worship – God's love (class prayer)</p>	<p>Classroom rules – start a display and add to it throughout the term.</p> <p>Growth tree – linking to Growth & mindset ('You can do anything You set your mind to)</p> <p>Friendships</p>	<p>Discuss classroom rules and Why they are important.</p>	<p>Phonics (<i>see separate plan</i>)</p> <p>Read Elmer and the stranger</p>	<p>My age – complete the Birthday cake picture and draw the candles, make playdough cakes and count the candles.</p> <p>Counting games and songs.</p> <p>Counting fingers</p>	<p>Discuss what the children like doing at home.</p> <p>look at baby photos, identify who they are and compare with friends.</p>	<p>GMS Moving body in different Ways.....what part of the Body do you use to jump, Talk, run, draw etc....?</p> <p>FMS Make patterns with Footsteps and handprints. Cutting</p>	<p>Baseline observations</p> <p>masks from paper plates for a Birthday display</p> <p>Hands texture board (display board in Malleable area)</p>

<p>Week 3</p> <p>Families</p> <p>Collective worship – special people</p>	<p>Families</p> <p>Photo tree ('Alone we can do so little, together we can do so much' – Helen Keller)</p> <p>Continue display with Classroom rules</p>	<p>Circletime discussions about Our Families (link to PSED adult led activity).</p> <p>Listening games Mrs. Dales Said jump 3 times, touch your Ears, stand up if you have 3 Ears etc.....</p>	<p>Phonics (<i>see separate plan</i>)</p> <p>Read 'No matter what'.</p> <p>Awareness of rhyme: "I'm thinking of a word that rhymes with farm.....you have two on your body its called anarm" etc...</p> <p>Emergent writing: Name writing Label family members</p>	<p>Mosaic number charts (count to ten).</p> <p>Numicon to ten</p> <p>Unifix cubes to ten</p> <p>Counting toy people</p>	<p>Explore different materials and fabric for collage.</p> <p>Make pictures using the computer and type in own Name using the keyboard.</p>	<p>GMS Experimenting with our bodies.....how fast can we Run? How high can we jump? How many times can we hop? Can we balance on one leg? Can we throw and catch a ball?</p> <p>FMS Cutting Sticking Painting Drawing Pencil control</p>	<p>Mix paint to make Colours.</p> <p>Clay and playdough</p> <p>Use computers to draw Family (link to UW - tech)</p>
<p>Week 4</p> <p>Name poem 'Everybody Has a name'</p> <p>Collective worship – children's right to a name</p>	<p>What would we do if we were unable to see or hear?</p> <p>Think about how we could help others if they were unable to see or hear. Discuss and share Ideas/suggestions.</p>	<p>Refer to power point and discuss senses of sight and hearing.</p> <p>What do we use to see/hear? Imagine not being able to see/hear. What would you do?</p> <p>Blind fold game. When the music stops touch a person and try to guess and describe who it is. Say 'hello' can they identify the voice?</p>	<p>Phonics (<i>see separate plan</i>)</p> <p>Listening: Complete the Nursery rhymes - predict the next rhyming word i.e. Humpty dumpty sat on a WALL, Humpty Dumpty had a great ????</p> <p>Shared reading activities using the ORT Big books</p> <p>Emergent writing: Name writing Label drawings</p>	<p>Counting objects we can see and counting things we can hear i.e. claps, musical instrument sounds etc...</p> <p>Identifying and naming 2d shapes Make Shape pictures of faces And bodies</p>	<p>Using magnifiers, colour paddles, mirrors etc to view and investigate different objects.</p> <p>Who or what is behind the Door? (Listening game).</p> <p>Sound Lotto</p>	<p>GMS: Listening to instructions for Safety when using PE equipment. Using our sense of sight and hearing Together to make sure we are safe (jumping and landing, spatial awareness).</p> <p>FMS: Cutting skills Pencil control Zips, fastenings on clothes</p>	<p>Drawings and pictures</p> <p>Our stories</p> <p>Make fancy glasses with Coloured lenses.</p> <p>Exploring musical instruments How do they look? How do they sound? How do we make the Sounds? What are their names?</p>
<p>Week 5</p> <p>Marvellous me/Autumn</p> <p>Collective worship –</p>	<p>Children to discuss what they like and dislike.</p> <p>Write I like.....(see L adult modelled activity)</p> <p>Taking turns</p>	<p>Introduce the story 'Marvellous me'</p> <p>Adult modelled investigation area. Touch and feel box (using objects from the Autumn Walk). What can you feel? Describe how the object feels and describe, ch. To try and guess from the description. <i>Use of adjectives.</i></p>	<p>Phonics (<i>see separate plan</i>)</p> <p>Go on a sight/listening walk. 'What can you see/hear? Discuss views from a chosen area through card windows. Write and draw what you can see and hear. (clipboards). Write on Autumn leaves (words to describe texture i.e. Crunchy, crispy, brown, red etc..) Make into tree posters.</p> <p>Handwriting – Name writing</p>	<p>Touch counting (accurately) Numeral recognition Number rhymes Flash cards Ordering numbers 1-5/1-10</p> <p>Shape pictures Shape models Identifying and naming some 2d and 3d shapes (touch & Feel the shapes & describe)</p>	<p>Autumn Walk in the Park(talk about changes).</p> <p>In groups: Find different materials/objects to complete the grid (find something that is 'sticky', 'smooth', 'rough', 'hard', 'soft' etc)</p> <p>Use ipads and discuss the difference between using the computers (touch screen).</p>	<p>GMS: PE sessions using a variety of equipment</p> <p>FMS: Cutting skills Pencil control Finger painting/painting Malleable materials Small tools Drawing</p>	<p>Make leaf man pictures</p> <p>Concertina autumn (fans).</p> <p>Explore colour mixing paints.</p> <p>Textured shapes</p>

Respect							
Week 6 Weather	Discuss helping others (Focus on communication again)	Learn the Rainbow song using singing and sign language	Phonics (<i>see separate plan</i>) Share the story What makes a rainbow? Children make own rainbow books (individual) drawing objects of the same colours. Write labels. Handwriting – write the colours of the rainbow (adult modelled)	Make rainbow Number lines. (write numbers on the rainbow using different colours and in the correct order). Shapes– making rainbow paper chains for a birthday display (joining circles)	See C&L (IWB - https://www.youtube.com/watch?v=5xlbwSJFDDU) Rainbow experiment using 1. Skittles 2. Milk and food colouring	GMS: PE sessions Apparatus Outdoor: Parachute games bikes, scooters, balls, large equipment, ropes etc.... FMS: Baking Cut & stick Pencil control Printing	Draw and paint rainbows Paper chains using Rainbow colours (counting/sequencing/ Colour recognition/FMS)
Week 7 Let's celebrate!	Circle time discussion About starting school How do we feel now? What do we like? What has changed? <i>Child's voice in Learning Journeys</i>	See PSED. Watch video 'I am smart' https://www.youtube.com/watch?v=YmY4g27k73k	Phonics (<i>see separate plan</i>) Draw and label pictures about things we have done and what you have liked doing. Name writing on hand prints	Hand Printing/finger sums - Count how many and write the number (see EA&D). Reinforce counting to ten, numeral recognition and ordering numbers. Measure hands Body doubles Name and sort shapes.	Similarities and differences	GMS: PE sessions Exercises to music and recognising changes that occur to our bodies. FMS: Cutting skills Pencil control Lacing , threading Drawing	Make placemats with Hand prints Celebrate what children Have achieved so far with A party – Awards, dances, singing, Snacks, drinks etc...

Coverage for Autumn 1 for UFS

Autumn Term 1st Half

<p style="text-align: center;">Personal, Social and Emotional Development</p> <p>Making relationships</p> <ul style="list-style-type: none"> • Initiates conversation, attends to and takes account of what others say <p>Self-confidence and Self-awareness</p> <ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. 	<p style="text-align: center;">Communication and Language</p> <p>Listening and attention</p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity <p>Understanding</p> <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour e.g. nonsense rhymes, jokes <p>Speaking</p> <ul style="list-style-type: none"> • Extends vocabulary especially by grouping or naming, exploring the meaning and sounds of new words
<p style="text-align: center;">Literacy</p> <p>Reading</p> <ul style="list-style-type: none"> • Continues a rhyming string • Hears and says initial sounds in words • Can segment the sounds in simple words and blend them together <p>Writing</p> <ul style="list-style-type: none"> • Gives meanings to marks as they draw, write and paint • Begins to break the flow of speech into words • Continues a rhyming string • Hears and says initial sounds in words • Can segment the sounds in simple words and blend them together 	<p style="text-align: center;">Mathematics</p> <p>Numbers</p> <ul style="list-style-type: none"> • Recognise some numerals of personal significance • Recognise numerals 1-5 • Count up to three or four objects by saying one number name for each item • Count actions or objects that cannot be moved. • Counts objects to 10 and beginning to count beyond 10 <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical words to describe them • Selects a particular named shape
<p style="text-align: center;">Understanding of the World</p> <p>People and Communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines <p>The World</p> <ul style="list-style-type: none"> • Looks closely and similarities, differences, patterns and change <p>Technology</p> <ul style="list-style-type: none"> • Completes a simple program on a computer 	<p style="text-align: center;">Physical Development</p> <p>Movement and Handling</p> <ul style="list-style-type: none"> • Experiment with different ways of moving. • Jumps off an object and lands appropriately • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles <p>Health and Self-care</p> <ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands the need for variety in food • Usually dry and clean during the day
<p style="text-align: center;">Expressive Arts and Design</p> <p>Exploring and using Media and Materials</p> <ul style="list-style-type: none"> • Begin to build up a repertoire of songs and dances • Explores different sounds of instruments • Explores what happens when they mix colours <p>Being imaginative</p> <ul style="list-style-type: none"> • Creates simple representations of events, people and objects 	