



The Medium Term Plan shows key teaching points within our topic with progression in key skills personalised to the individual child's needs. The Characteristics of Effective Learning run through all areas of learning as well as opportunities for children's interests to be explored further through child-initiated and adult directed activities within the provision.

	Learning Journey							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Literacy Focus Drawing Club								
Area of learning	What children need to learn.							

		Learning intentions:
Communication and Language	Listening and Attention	To join in with repeated refrains in a story. To talk about what they have heard To listen to other's ideas and thoughts
	Speaking	To talk about bonfire night and what we can see. Vocabulary: bonfire, fireworks, Guy Fawkes, sparklers, colours, patterns, lights, hot, gunpowder, king To use vocabulary linked to Remembrance Day Vocabulary: poppy, soldiers, died, country, remembrance day To use vocabulary linked to Diwali Vocabulary: Diwali, patterns, shapes, Roma, Sita, lantern, Hindu To sequence the Christmas story using words. Vocabulary: Mary, Joseph, Jesus, Donkey, Angels, Shepherds, Kings, animals, star, stable, bethlehem
Personal, Emotional and Social	Building Relationships	To listen to others To show respect when others are talking To turn take and share To begin to work collaboratively with one another
	Self regulation	To know how to be helpful by taking on jobs such as tidying up resources. To appreciate that everyone is different
	Managing Self	To know and follow the school rules. Vocabulary: shine, respect, be happy, safe, learn, share, take turns To know the importance of keeping safe online Vocabulary: online, adult support, child friendly passwords,
	Jigsaw	Celebrating Difference Knowledge: To know what being proud means and that people can be proud of different things To know that people can be good at different things To know what being unique means To know that families can be different To know that people have different homes and why they are important to them To know different ways of making friends

		To know different ways to stand up for myself To know the names of some emotions such as happy, sad, frightened, angry To know that they don't have to be 'the same as' to be a friend To know why having friends is important To know some qualities of a positive friendship Social and Emotional Skills: To identify feelings associated with being proud To identify things they are good at To be able to vocalise success for themselves and about others successes To identify some ways they can be different and the same as others To recognise similarities and differences between their family and other families To identify and use skills to make a friend To identify and use skills to stand up for themselves To recognise emotions when they or someone else is upset, frightened or angry New key vocabulary that may be introduced: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, Unique
Physical	Gross Motor	I am confident to try new challenges. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I use movement skills to develop balance and coordination when playing games.
	PE	Vocabulary: fast, slow, stop, go, ball, control, quickly, obstacle, balance, hop, run, jump, jog, crawl
	Fine Motor	Little Wandle Handwriting To perfect letter formation Children will know how to do up and undo buttons. Dough Disco
Literacy	Word Reading	To read individual letters by saying the sounds for them (phase 2 letters/ sounds) ff,ll,ss,j,v,w,x,y,z,zz,qu,ch,sh,th,ng,nk To blend sounds into words, so that they can read short words made up of known letter – sound correspondences. - To read a few common exception words matched to the school's phonic programme (phase 2 tricky words). Put,pull,full,as,and,has,his,her,go,no,to,into,she,push,he,of,we,me,be To read words with s/s added at the end

		To read words ending in s/z To read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
		<u>Enhanced Provision</u> I can read the phonemes (RC) I can read the cvc words (RC) I can read the tricky words (RC)
	Comprehension	- Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Re-enact and reinvent stories they have heard in their play.
	Writing	- Spell words by identifying the sounds they can hear (aurally). - Write the sounds in words that they can hear with letter/s (starting with initial sounds, moving to CVC words using the letters that they have been taught). - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. - Begin to articulate their ideas and thoughts in well-formed sentences. - Use new vocabulary in different contexts
		<u>Enhanced Provision</u> I can write cvc words (RC) I can write tricky words (RC) I can write the grapheme (RC)
Mathematics	Number and Numerical Patterns	Circles and Triangles ● Identify and name circles and triangles ● Compare circles and triangles ● Shapes in the environment ● Describe position 1,2,3,4,5 ● Find 4 and 5 ● Subitise 4 and 5 ● Represent 4 and 5 ● 1 more

		• 1 less • Composition of 4 and 5 • Composition of 1–5 Shapes with 4 sides • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night
		<u>Enhancement Provision</u> Circles and Triangles • Show children a collection of shape pictures and ask them to make their own. Give children shapes to make a collage or provide them with shapes to draw around and cut out. Prompt them to talk about why they are using those shapes for the different parts of their picture. • In the small world area, set up a scene of a journey that is familiar to children. This could be a journey from a story, or their journey to school. Prompt children to move small world characters around and to use positional language to retell the story or to describe the journey. Children could then have a go at creating their own small world journey. • Display photographs of art where the artist has used natural materials to create shape artwork. Provide children with a range of loose parts for them to use to make their own circle shape artwork. Children could also make triangle artwork in the same style. • Set up a bear hunt outside. Give children verbal instructions about where they need to go to find the bear. Include a variety of positional language in your instructions. Challenge children to play this game together. 1,2,3,4,5 • Provide a range of collage and mark-making materials. Prompt children to make their own picture cards for the numbers 4 and 5 Children can link these to their own interests • Provide children with a large blank domino template. Children select a number card from 1 to 5 Prompt them to print the corresponding number of dots onto their domino using a dabber or sponge. Encourage children to talk about how many dots they will put on each side of the domino to make the total. • Provide children with buckets with the labels 1 to 5 on the front and a range of natural objects. Encourage children to put the correct number of objects in each bucket. Ask a friend to check that each bucket has the correct number. • Give each child a set of digit cards labelled 1–5 and a spinner labelled 1–4 Children spin the spinner. They choose to turn over the card that is either 1 more or 1 less than the number the spinner lands on. The winner is the first person to turn over all of their cards. Shapes with 4 sides • Display pictures of buildings or street scene images. Discuss the different types and shapes of homes and buildings. Provide a variety of boxes and ask children to build their own models to create a street scene. Encourage them to add square and rectangular windows and use torches to light the buildings up from the inside. • Provide children with a range of small construction blocks and everyday objects, such as cereal boxes, with which they

		will be able to print. Task children to print with objects and identify the different shapes they make. • Support children to make different shape pictures with squares and rectangles and use their prior knowledge of circles and triangles. Encourage children to talk about and describe their picture. • Introduce nocturnal animals to the small world area. Encourage children to make homes for the animals. Talk about the names of the animals and where and when they might like to go to sleep.
Understanding the World	Past and Present (History)	<u>Adventures Through Time</u> To recognise special achievements. To recognise that kings and queens are powerful people. To understand that the environment around us changes as time passes. To compare modes of transport of the past with the present. <u>Guy Fawkes</u> LO: To discuss what Bonfire Night means to you <u>Remembrance Day</u> To discuss the reasons why soldiers are remembered
		<u>Enhancement Provision</u> I can talk about my hero I can talk about the gunpowder plot.
	People, Cultures and Community (RE)	To talk about how people celebrate Bonfire night To know that some people celebrate Diwali To know the Christian Christmas Story To know that some people celebrate Christmas
	The Natural World (Science) (Geography)	<u>Everyday Materials</u> -To explore Light and Dark. -To explore colors in the environment. -To explore push and pull forces through magnets. <u>Outdoor Adventures</u> -To begin to notice some of the features of the changing seasons.

		-To begin to recognise seasonal weather conditions. <u>Exploring Maps</u> To consider shapes and positions of features when making a map. To build and describe a model of a familiar place. To build and describe a model of a familiar place. To describe a journey using found objects as prompts.
Expressive Arts and Design	Creating with Materials (Art)	-To develop scissor skills. -To explore playdough and its properties. -To use tools safely and with confidence <u>Seasonal Crafts</u> -To use a range of tools to create and decorate salt dough decorations. -To create an autumnal wreath using natural found objects.
		<u>Enhancement Provision</u> To use wax crayons to make a rubbing (RC) To explore using paint To explore colour mixing
	Creating with Materials (DT)	-To explore and investigate the tools and materials in the junk modelling area -To develop scissor skills. -To investigate cutting different materials -To learn how to plan and select the correct resources needed to make a model -To verbally plan and create a junk model -To share a finished model and talk about the processes in its creation -To explore different ways to temporarily join materials together
		<u>Enhancement Provision</u> -To create a bauble -To design and create a calendar -To design and create a Christmas Card -To manipulate clay to make a diva lamp
	Being Imaginative and	Music (Kapow) 1. Music and movement

	Expressive	LO: To understand why songs have actions LO: To explore beat through body movement LO: To express feelings and emotions through movement to music LO: To explore pitch and tempo through scarf dancing and body movement LO: To perform action songs to a small audience. 2. Christmas action songs
		<u>Enhanced Provision</u> -To learn and perform the Christmas concert -To sing Christmas songs