

## Medium Term Plans Autumn 1 2019 “Run Run as fast as You Can!”

	Communication & Language.	Physical Development	Personal, Social & Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design
Week 0 4 <sup>th</sup> -6 <sup>th</sup> Sept.	Weds 4 <sup>th</sup> INSET Home visits Thurs 5 <sup>th</sup> Fri. 6 <sup>th</sup> <b>Children in Sept. 9<sup>th</sup> -13<sup>th</sup> – Part time</b>						
Week 1 & 2 9 <sup>th</sup> -13 <sup>th</sup> September & 16 <sup>th</sup> – 20 <sup>th</sup> September <b>The Gingerbread Man Assessments</b> Parent Curriculum meeting - 13.9.17	<b>Language Assessments</b>  <b>The Gingerbread Man</b> join in with the refrain “Run, Run as fast as you can!”  <b>“Each Peach, Pear Plum”</b> Linked to other 6 areas of EYFS curriculum Act out/ retell stories - puppets  Who am I? – speaking and listening opportunities  Rhyming words  Nursery Rhyme puppets  Chatterboxes	Getting use to changing for P.E – warm up games/ finding a space/ making a circle/ listening and stopping  Effect of exercise on your body – (heart etc.) Running/ walking rhythms Follow Jim Hall lesson plans for dance & gym  Circle games  Making ‘cakes’ in the sand tray - sieves/ ladles / cooking utensils	<b>SETTLING IN</b>  Class rules/routines Settling in – new routines/environment Class games – passing a smile/ a squeeze Playing games/ races following agreed set of rules – idea of a “fair race”  Introduce ‘Golden Time’ ‘Rights and Responsibilities’ Photos for Class Charter  Value of the Month – <b>Respect:</b> SMSC (Spiritual, moral, Social, cultural) Who am I? Who are we? Where do we live? How do we all live together?  <b>R.E:-</b> What can we learn from stories?	<b>Literacy assessments</b>  Learning Journals – draw & write about your favourite character in “Each Peach, Pear Plum”  Tracing names Writing name to go with painting (self-portrait) Letter graph - how many letters in your name?  ‘I can’ (...run, skip etc) books/speech bubbles  Scribe gingerbread man recipe  Shopping lists  Post boxes – remind how to use them	<b>Maths Assessments</b>  Gingerbread man maths game – snakes and ladders Dividing/ sharing – halves/quarters etc. Matching, sorting interlinking gingerbread men Positional language – over, under etc. Sorting/ counting 1-1 counting to 10/ 20 fruit Timed races with sand timer – how far can you get in 1 min. / 2 mins?  <b>Counting Starters - count to 20, later in week from 10 to 0</b>	Cooking gingerbread men Effect of heat/ (Changing states)  Farm animals – what they eat/names of the baby animals  Birthday Train (photos)	<b>Role-play area –</b>  Old man/ old woman’s house  (Outside role play area – Station)  <b>Small world –</b> farm/Gingerbread Man story  Painting favourite character from “Each Peach, pear, Plum”/ nursery rhyme  Self-portrait – ‘Meet Blackbird Class!’
	(Children in full time from now)						

<p>Week 3 - 23<sup>rd</sup> - 27<sup>th</sup> September  <b>The 3 Billy Goats Gruff Assessments/</b> (Life Bus 18<sup>th</sup> – 19<sup>th</sup>)  (AW out 24<sup>th</sup> p.m/25<sup>th</sup>p.m)</p>	<p><b>Language Assessments</b></p> <p><b>The 3 Billy Goats Gruff</b>  Join in with refrain  Linked to other 6 areas of EYFS curriculum  Act/ retell out story</p>	<p>Balancing shapes  Freeze on sound of troll and make body shape</p> <p>Follow Jim Hall lesson plans for dance &amp; gym</p> <p>Staying healthy-  <b>Life Bus</b></p>	<p>Helping each other/ being kind/ sharing!</p> <p>SMSC</p> <p>R.E:- What can we learn from stories?</p> <p>Value of the Month – <b>Respect:</b></p>	<p><b>Literacy Assessments</b></p> <p><b>Start Jolly Phonics scheme</b>  <b>s ,a ,t i</b> (Following curriculum meeting)</p> <p>Speech bubbles for characters – no/ yes</p>	<p><b>Maths Assessments</b></p> <p>Positional language  Favourite food graph  Add 1/- 1  “Troll” maths – add 1 more – read addition sign  How many pieces of fruit did the troll eat altogether?</p> <p><b>Counting Starters - count to 30, also count back from 10 to 0</b></p>	<p>Make a bridge to go across the river (Lage blocks)  Make a bridge for the animals/ people to cross the road  Building bridges from construction  Floating/ sinking  Ugly troll pizza faces?  Make a musical instrument?  Rechargeable torches  Dark tent?</p>	<p><b>Role play - Trolls dark den</b></p> <p><b>Small world</b> – Re-tell story</p> <p><b>Sand</b> - Dinosaur small world  Painting troll pictures  Musical instruments to go with story – e.g. trip, trip  Changing sound to loud or soft  Small world – river and bridge etc.</p>
<p>Week 4 30<sup>th</sup> October -4<sup>th</sup> October  <b>The Little Red Hen Assessments</b></p>	<p><b>Little Red Hen</b>  CVC rhyming words  Linked to other 6 areas of EYFS curriculum  Act out Sequence story / retell story  Join in with refrain  (Chicken Licken)</p>	<p>Small world farm  Dance – finding a space, using the whole room</p> <p>Follow Jim Hall lesson plans for dance &amp; gym</p>	<p><b>Harvest?</b>  Being helpful – think about good/ bad choices and consequences in story  R.E:- R.E:- What can we learn from stories?  Growing?  How is harvest celebrated? Why do we have celebrations?  SMSC</p> <p><b>Value: - Resilience</b></p>	<p>Speech bubbles – “Not I”  Jolly Phonic programme  Revision of 1st set &amp; <b>learn of step 1/2</b>  Scribe bread recipe</p> <p><b>Jolly Phonics sounds i n,ck,e</b></p> <p>Re- tell &amp; label story route, using blocks</p>	<p>Time – sequencing days events  Capacity  Pattern making with animals  Money in baker’s shop  Name &amp; describe 2D shapes</p> <p><b>Shape and space Starters - count to 50, also count back from 10 to 0</b></p>	<p>Cooking – bread  Where does flour come from – what do we use flour for?  Make bread – cooking</p> <p>Using blocks to make a map of the Little Red’s route – Rosie the Hen</p>	<p><b>Role-play area-</b> A bakers shop</p> <p><b>Small world</b> – mill &amp; Little Red Hen story</p> <p>Make salt dough cakes to sell in bakers shop</p>
<p>Week 5 7<sup>th</sup> -11<sup>th</sup> October  <b>Jack and the beanstalk 8.10.19– EYFS Maths morning EYFSP Training 10<sup>th</sup> p.m</b></p>	<p><b>Jack and the beanstalk</b>  Join in with refrains  Linked to other 6 areas of EYFS curriculum  Act out story</p>	<p>Small world – castle  P.E / dance – Jack and the beanstalk  Giant strides/ small steps – musical statues  Marching/ creeping</p> <p>Follow Jim Hall lesson plans for dance &amp; gym</p>	<p>Jack – good choice/ bad choice to take the hen?  What would you do?</p> <p>R.E:- R.E:- What can we learn from stories?  SMSC</p> <p><b>Value: - Resilience</b></p>	<p><b>Jolly Phonics:</b>  <b>h,r,m</b></p> <p>If I had a magic bean...</p> <p>Booklet for how to plant a bulb!</p>	<p><b>Measuring:</b></p> <p>heights of children – compare who is the tallest/ shortest etc.  Days of the week  Use coloured beans for capacity/ measuring  Story of 5 beans!- partition and read corresponding addition  <b>Addition (story of five) Counting Adding (one more) Starters – keep rehearsing counting to 100/counting back</b></p>	<p>Grow beans/ planting bulbs for Christmas?</p> <p>What do beans need to grow?</p> <p>Aqua bricks</p> <p>Leaf hunt</p> <p>passing of time</p>	<p><b>Role-play – castle</b></p> <p><b>Small world</b> – re-tell Jack &amp; the beanstalk/castle</p> <p>(Shop – outside)</p> <p>Dance – growing/ stretching/ spiralling down  Leaf rubbings/prints  Paint different shades of green/ etc  Clay leaves etcTBA</p>

<p>Week 6 14<sup>th</sup> – 18<sup>th</sup> October The Enormous Turnip</p>	<p>The Big Draw AW out 16<sup>th</sup> Oct. AW out 15<sup>th</sup> p.m &amp;?</p>	<p><b>The Enormous Turnip</b></p> <p>If I had a turnip I would make...!</p> <p>Retell/ sequence story Join in with refrain</p>	<p>Dance – use movements from the Enormous Turnip story</p> <p>Follow Jim Hall lesson plans for dance &amp; gym</p>	<p>Healthy food &amp; lifestyles</p> <p>Working together R.E:- What can we learn from stories? SMSC</p> <p><b>Value: - Resilience</b></p>	<p><b>Jolly Phonic programme, l, f, b,</b></p> <p>Speech bubbles for characters First day of the month book</p>	<p>Using 2 vegetables to weigh –comparing weights Capacity – which container will hold the most soup? Measuring using non standard weights</p> <p><b>Addition (story of five) Counting Adding (one more) Starters – keep rehearsing counting to 100/counting back</b></p>	<p>Make turnip soup- effect of heat</p> <p>Tasting/ smelling/ touching veg. – 5 senses</p>	<p><b>Role play – fruit and veg. shop</b></p> <p><b>Small world –</b> The enormous Turnip story</p> <p>Drawing/ painting pictures of the different characters in story Put story to music- percussion</p> <p>‘The Big Draw’</p>
<p>Week 7 21<sup>st</sup>– 25<sup>th</sup>October Little Red Riding Hood</p>	<p>Parents consultations –22<sup>nd</sup> &amp; 24<sup>th</sup> Oct. Nasal Flu Injections</p>	<p><b>Little Red Riding Hood-</b> story sack</p> <p>Join in with refrain Linked to other 6 areas of EYFS curriculum Act out story  (Goldilocks)</p>	<p>Small world – forest walk Dance – still &amp; moving shapes Following a partner P.E - Different ways of moving – sideways/ backwards</p>	<p>Safety - stranger danger R.E:- R.E:- What can we learn from stories? SMSC</p> <p><b>Value: - Resilience</b></p> <p>(Diwali 27 Oct)</p>	<p><b>Jolly Phonics d, g ,o ,u,</b></p> <p>Writing down what Little RR has in her basket Revision of all sounds learnt so far</p>	<p>Number trail through the forest – record the numbers you have found Directional clues using flowers What’s the time Mr Wolf? Game</p> <p><b>Pattern Starters - count to 100, also back keep rehearsing counting to 100/counting back</b></p>	<p>Make a basket for Little RR. Think about different characteristics of living things “Oh, Grandma, what big ears etc. you have!” Guess the animal game Make a map of \Little RR’s journey to Grandma’s map Seasonal changes – leaves outside</p>	<p><b>Role play – Grandma’s cottage</b></p> <p><b>Small world –</b> retelling story with puppets</p> <p>Mixing shades of red</p>