

Acorns Medium Term Plan – Marvellous Me (Autumn Term 1st half 2017) –Baseline assessments weeks 1-3.

| <i>Areas of learning:</i> | <i>Week 1 *Settling in week My family / likes & dislikes</i> | <i>Week 2 My body</i> | <i>Week 3 People who help us</i> | <i>Week 4 Where I live</i> | <i>Week 5 Favourite toys</i> | <i>Week 6 My five senses</i> |
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| <i>Personal, Social & Emotional Development</i> | Thinking about what makes us special and why. Lots of circle time opportunities. Opportunities to play alongside and get to know peers in class. Discussions around how we've changed since babies. | | | | | |
| <i>Physical Development</i> | The children will have lots of opportunity to develop their fine as well as gross motor skills. In PE we will begin with simple gym / floor work which will focus on moving in different ways and controlling our movements. We will also play some collaborative games such as throw & catch. In class both indoors and outdoors the children will be challenged to handle tools correctly, from learning pencil grip, to using a pair of scissors correctly. We aim to help each child's confidence and control at handling both small and large equipment. | | | | | |
| <i>Communication Language & Literacy</i> | Circle-time: Children invited to bring in a brown envelope containing four things about them and discuss. Discuss what makes us special and who's in our family (make Family Photo Tree to display). | Begin RWI (Read, Write, Inc) sessions – phonics. | Daily RWI sessions Listen to and respond to visitors who come and speak about the different roles they have. | Daily RWI sessions | Daily RWI sessions Children invited to bring in their favourite toy to school and share in circle time. | Daily RWI sessions |
| <i>Mathematical Development</i> | Basic counting and number recognition / exploration 1-20. Sing songs / mark-making around number. | Basic counting and number recognition / exploration 1-20. Sing songs / mark making around number. Counting how many body parts we have etc. | Basic counting and number recognition / exploration 1-20. Finding one more. Sing songs / mark making around number. | Introduce simple 2D shapes. Sing songs / mark making | 2D shape Sing songs / mark making. | Pattern Sing songs / mark making |
| <i>Knowledge & Understanding of the World *Science focus</i> | Learning about our families and completing a family tree. Role-play: holiday campsite. | Labelling parts of the body. Making skeleton body part pictures using Q-tips. Looking back at our baby photos – how have we changed? Role-play: holiday campsite. | People who help us. Lots of discussion around different roles within society. Role play area: Vets | Go for a wellie walk around Child Okeford. Discuss where we live and the various things we can see. Combine this with a 'listening walk' too. Role play area: Vets | What different materials are our toys made from? How do they work? For example, construction toys may need pushing together or pulling apart. Role play: Home corner | -Sight: go on a Wellie Walk. -Sound: Wellie Walk - how can we make sounds in nature?! -Smell: make smelling bottles. -Touch: Homemade barefoot walk! -Taste: fruit tasting – tea tasting?? Role play: Home corner |
| <i>Creative Development</i> | Painting self-portraits. Junk modelling (can you make your house?) General painting – experimenting with colour / pattern etc. | Make our own skeletons using Q-tips! | Paint pictures of the different people who help us. Junk modelling vehicles used to help us e.g. ambulance, taxi, helicopter etc. | Make a model of our homes using junk modelling. | Draw pictures of our favourite toys. | Make your own musical instrument. |
| <i>IT</i> | Introduction to iPads | Introduction to iPads | Simple programming with B-Bots. | Code.org (simple computer programming games) | Code.org. | Internet safety session |
| <i>Enrichment Opportunities:</i> | Invite parents with different jobs to come and talk to the class (linked to 'People who help us'). Wellie Walks PTFA Sponsored Bounce –Sept '17. Crazy Sock Day (Mosaic) -6 th Oct '17. | | | | | |