



St Nicholas at Wade CE Medium Term Planning

Topic Title:	Do squirrels hide their nuts?
Entry Point:	Percy The Park Keeper- Bag of bulbs delivered and planted by children Observation of seasonal change
Exit Point:	Bird Feeders made and added to our environment Nativity Performance Making edible sparklers
Link Text:	Percy the Park Keeper book selection Dear Zoo Remembrance Day
Vocabulary:	Autumn, Changes, Colours, red, orange, yellow, bulbs, growth, water, tree names: Yew, Lawson Cypress, Silver Birch, Sycamore, Oak, Ivy, Beech & Holly, conkers, acorns, bonfire, poppies, remembrance,
Parents as Partners:	Finding out about Autumn Watching the Nativity
Values and St Nicholas Experience:	Do squirrels hide their nuts! This term the children will be thinking about how are school grounds change and also what Autumn looks and feels like. There will be lots of opportunities to explore natural resources from our school grounds. They will be encouraged to become more resilient and try different areas of learning. Throughout this term they will experience performing and dancing in front of an audience at our class nativity. To celebrate Christmas the children will go on their first school trip to watch a pantomime at a local theatre. They will be expected to show "The St Nicholas Way". We will be displaying our values: courage, honesty, resilience, kindness and being the best they can be through our provision and our characteristics of learning.
Cultural Capital:	When looking at the past, we will be remembering the soldiers that fought in the war whilst marking Remembrance Day. We will also be thinking about how we keep ourselves safe in the dark and around Fireworks. Celebrating Diwali and looking at different faiths. Carols around the campfire bringing our community together. Having an opportunity to perform to an audience at our school nativity.

Play is a hugely important part of the EYFS curriculum. Each day our experienced staff plan in play opportunities for the children that will help them to achieve their next steps within all areas of their learning. We record daily adaptations to our environment and continuous provision on our daily plans

Communication and Language	Learning Intentions (Development matters)	Learning Journey
	<p>Listen in familiar and new situations.</p> <p>Engage in stories that are familiar and new with interest and enjoyment.</p> <p>Beginning to know that maintaining attention in new situations e.g. whole school worship or P.E sessions in the hall is important.</p> <p>Shift attention when required e.g. when given a clear prompt - 'name'.</p> <p>Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Respond to others appropriately in play.</p> <p>Engage in story times.</p> <p>Engage in non-fiction book.</p> <p>Follow instructions in 2 parts in familiar situations.</p> <p>Use intonation to make meaning clear to others.</p> <p>Start a conversation with peers and familiar adults and continue it for many turns.</p> <p>Use simple conjunctions in talk to link thoughts 'and' 'because'.</p> <p>Retell a past simple event e.g. how scratched knee'.</p> <p>Recognise words that rhyme or sound similar E.g. "Cat and hat</p> <p>Develop social phrases – "Good morning, how are you?"</p>	<p>During our topic Do squirrels hide their nuts topic, the children will have many opportunities to discuss their observations of the world around them, developing their language and skills across the curriculum. They will orally rehearse a the story "Dear Zoo" and develop their use of prosody to entice the audience.</p> <p>Non-fictions books will be shared and a focus on the layout of different genres will take place.</p> <p>On entering the classroom in the morning, the children will be expected to begin making eye contact and greeting an adult. In turn this will filter through to them greeting their peers. Throughout the term, the children will always be encouraged to listen to their partners by looking at them and nodding to show they are listening. They will also be expected to respond.</p>
Personal, Social and Emotional Development	Learning Intentions (Development matters)	Learning Journey
	<p>Can show concern for others and show awareness of how their actions may impact on others.</p> <p>Talk with others to solve conflicts.</p> <p>Can identify how they are feeling on the emotions board.</p>	<p>Through our Heartsmart unit "Don't forget to let love in" and our topic "Do squirrels hide their nuts" we explore ourselves in greater depth. We look at what makes us special and how we are unique, the importance of loving ourselves so that we can love</p>

	<p>Beginning to express their feelings and consider the perspectives of others.</p> <p>Begin to take turns and share resources.</p> <p>Can usually tolerate delay when needs are not immediately met.</p> <p>Can talk about what they are doing and why.</p> <p>Can independently choose areas they would like to play in or resources they would like to use. Can say when they help.</p> <p>With some support can get dressed and undressed for PE sessions.</p> <p>Can follow instructions with 2 parts.</p> <p>Begin to share and take turns.</p> <p>Continue to build constructive and respectful relationships.</p> <p>Seek familiar adults and peers to engage in conversations and ask for help.</p>	<p>others. Discussions about different emotions in ourselves and also identifying these in others. We will be expected to have greater independence changing for P.E.</p>
Physical Development	Learning Intentions (Development matters)	Learning Journey
	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>To be able to balance a beanbag on various body parts</p> <p>To be able to move the beanbag with good control</p> <p>To be able to throw a beanbag at a target</p> <p>To recognise key body parts</p> <p>To be able to take turns with a partner</p>	<p>In Friends, the children will learn about a healthy lifestyle to ensure that we can grow well (e.g. a balanced diet, regular physical activity, healthy eating, tooth brushing, sensible amount of 'screen time' and having a good sleep routine). Throughout the term, the children will develop their fine motor skills so that they can make marks and patterns, they will be encouraged to use the "Birdie Beak" grip when using their pen/pencil. The children will have regular write dance sessions and dough disco sessions where they will develop their muscle strength. Throughout the term, the children will continue to develop patience, turn-taking and self control when they need to line up and wait. They will also develop their understanding of how to eat with good manners. Through PE sessions, the children will focus on working as a team, learning how to change and exploring body movements.</p>

Specific areas of learning:

Literacy	Learning Intentions (Development matters)	Learning Journey
	<p>Experience and respond to different types of books e.g storybooks, factual/real world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to "who", "where", "what" and "when" questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few tricky words matched to our phonic programme.</p> <p>Re-read books to develop and build confidence in decoding, prosody, comprehension and enjoyment.</p> <p>Read a book consistent with their phonic knowledge.</p> <p>Phase 2-ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>Tricky words-put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Oral blending and blending of cvc words</p> <p>Read words with –s /s/ added at the end (hats sits)</p> <p>Read words ending –s /z/ (his) and with –s /z/ added at the end (bags).</p> <p>Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control.</p> <p>Know there is a sound/symbol relationship. Use some recognisable letters and own symbols.</p> <p>Write letters and strings, sometimes in clusters like words.</p> <p>Use talk to link ideas, clarify thinking and feelings.</p>	<p>During this term, the children will be listening to a range of fiction and non-fiction books. They will be encouraged to join in with the story and talk about what happens. They will orally re-tell a story using actions.</p> <p>In Term 2, in Little Wandle, children will continue to orally blend words, recognise speedy sounds, hear initial sounds, medial and final sounds in CVC words and recognise some tricky words.</p> <p>The children will begin to learn the mantras to form letters that they have been taught. When writing they will be encouraged to scribe the first sound they can hear in a word and any others they can hear. They will take tricky words to fluency so that they are writing them accurately. A huge emphasis will be on writing their name and they will be expected to have the majority of the letters correctly formed.</p> <p>They will continue to read in small groups using simple texts with words.</p>

	<p>Understands that thoughts and stories can be written down.</p> <p>Orally spell VC and CVC words by identifying the sounds.</p> <p>Write own name.</p> <p>Form letters from their name correctly.</p> <p>Recognise that after a word there is a space.</p> <p>Draw lines, circles and crosses.</p> <p>Develop pen/pencil using "Birdie Beak" grip.</p>	
Maths	Learning Intentions (Development matters)	Learning Journey
	<p>Representing 1,2,3,4,5</p> <p>Comparing 1,2,3,4,5</p> <p>Composition of 1,2,3,4,5</p> <p>Formation of 1,2,3,4,5</p> <p>One more, one less</p> <p>Shapes which complement taught numbers - circle, triangle, square, pentagon.</p> <p>Positional language</p> <p>Time</p>	<p>This term we will be continuing and consolidating last terms work on number, the children will develop counting by moving objects as they count and say the number.</p> <p>They will recognise the last number, they say is the total number of objects. They will form the numbers 1-5 correctly using a rhyme.</p> <p>The children will count forwards and backwards to 10.</p> <p>When comparing two groups, they will be able to identify which group is larger.</p> <p>The children will identify where an object is and describe it using specific language.</p> <p>Finally they will know all their 2D shapes.</p>
Understanding of the world	Learning Intentions (Development matters)	Learning Journey
	<p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Use technology e.g. a BeeBot and begin to show spatial awareness.</p>	<p>During Do squirrels hide their nuts, the children will learn about more about our school grounds and how we can care and tend for it. They will begin to prepare their allotment bed, plant bulbs and recognise our school trees. In Forest Friday they will learn how we respect our outdoor classroom and have their first fire-pit, understanding the importance of fire safety.</p> <p>They will make observations and comparisons about the seasons.</p> <p>Building on Term 1, the children will continue to master dressing and undressing themselves for P.E and develop their awareness of how their bodies</p>

	<p>Use positional language i.e., under, beside, on top of etc.</p> <p>Know the name of the current season.</p> <p>Know the order of the four seasons.</p> <p>Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in Autumn.</p> <p>Know and describe the seasonal weather.</p>	<p>change with exercise. Through yoga sessions they will develop their core muscle strength.</p> <p>In R.E the children will explore why Christian stories are special to them. They will also know why Christians perform nativities at Christmas. The children will experience performing a nativity.</p>
Creative Development	Learning Intentions (Development matters)	Learning Journey
	<p>Observational drawing-pumpkins/poppies</p> <p>Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Recognise and name colours.</p> <p>Splatter painting in the style of Jackson Pollock.</p> <p>Explore backgrounds in the style of Monet.</p> <p>Printing with sponges, roller/scrapers-leaf printing.</p> <p>Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision.</p> <p>To use simple joins when using different materials to create 3D work e.g. sellotape, masking tape, glue</p> <p>Use scissors to cut in a straight line.</p> <p>Take part in simple, pretend play often based on familiar experiences e.g. making dinner, dressing the baby.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p> <p>Develop storylines through small-world or role-play.</p>	<p>In Do squirrels hide their nuts , the children will explore the artwork of Jackson Pollock. They will then work with different mediums to create their own creations using this experience as inspiration. The children will also develop their printing skills using natural medium.</p> <p>3D models will be encouraged and the children will be introduced to different joins, this will continue to be offered in continuous provision.</p> <p>The role-play corners will be Percy's Hut and shop to encourage different narratives and storylines.</p>

Learning Journey:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p>Mon-Yoga Tues- Bulb arrival and planting. Weds- Writing a caption. Thurs- Writing a caption. Fri- Pumpkin hunt & Clay hedgehogs. *Oral rehearsal of Dear Zoo</p>	<p>Mon- Yoga Tues- Ordering numbers. Weds- Ordering numbers. Thurs- Fire safety and Guy Fawkes. Fri- Nature sparklers. *Story predictions and features</p>	<p>Mon-Yoga Tues-Hedgehog investigation Weds-Hedgehog investigation Thurs-Exploring shapes Fri- Monet poppy inspired pictures using bark rubbings and printing</p>	<p>Mon-Yoga Tues- Creating a total using counters. Weds- Creating a total using counters. Thurs- Owl Babies- explore zones of regulation Fri- Making Owl's using collage materials</p>	<p>Mon-Yoga Tues- Writing a list of animals seen in the forest Weds- Writing a list of animals seen in the forest Thurs- More or less using squirrels and acorns Fri- Bird feeders</p>	<p>Mon-Nativity Dance Tues- Christmas card making Weds- Christmas card making Thurs- Christmas card writing Fri- Creating log slices</p>	<p>Mon-Nativity Dance Tues- Exploring shapes, Jolly Postman's parcels Weds- Exploring shapes, Jolly Postman's parcels Thurs- Nativity Fri- Making reindeer food.</p>	<p>Mon-Yoga Tues- Trip to theatre Weds-Firepit with toasted marshmallows and carols. Christmas dinner. Thurs- Stained glass biscuits. Fri- Early finish</p>