

## F2 Medium Term Plan – Autumn 1

**Themes will include: Super Me, Super You**

### **Personal, Social and Emotional Development:**

Learning the school rules and routines.

Gaining an awareness of our school values and expectations.

Learning expected behaviour in school.

Making new friends and communicating with both adults and children.

Playing co-operatively, taking it in turns and sharing nicely.

Feelings- what makes us and other people feel happy, sad, excited etc

Asking for help and taking about own wants, needs, interests and opinions.

Getting used to their new environment and managing their own needs

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Carpet class discussions
- Small group work
- Assemblies
- Story time sessions with link texts
- Introduction to our pots of gold
- Discover and do time enhancements - making feelings puppets, sorting the colour monsters emotions, tranquil trolley, making monsters with different feelings.
- Weekly Heartsmart lessons

### **Communication and Language:**

**Lots of time will be spent with adults interacting with children during discover and do time through conversation, role play and storytelling modelling language, extending ideas and asking questions.**

Maintains attention, concentrates and sits quietly during an appropriate activity.

Use new vocabulary in different contexts.

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Engage in story times.

Understand how to listen carefully and why listening is important.

Learn new vocabulary.

Use new vocabulary through the day.

Ask questions to find out more and to check they understand what has been said to them.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Small world area – children's free choice of what to use and set up
- Home / school role play area
- Story time sessions
- Assemblies
- Lots of time will be spent with adults interacting with children during discover and do time through conversation, role play and storytelling modelling language, extending ideas and asking questions.

## **Physical Development:**

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Weekly PE lesson- Getting used to the space and thinking of spacial awareness, travelling in different ways and listening for different commands. Exploring traveling on different body parts. Using beanbags to throw, catch, kick, pat and push. Progressing to balls.
- Use the bikes, scooters, balls, hoops, ropes and balancing equipment in the outdoor classroom.
- In the workshop area daily opportunities to use scissors, paintbrushes and glue spreaders.
- Opportunities to use pencils. pens and crayons in all areas of the classroom to develop pencil grip and control.
- Weekly enhancements for finger gym challenges to develop fine motor control.
- Home corner to have knives, forks and spoons to practise in their play.
- Cosmic yoga

## **Literacy:**

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Shows an understanding of rhyme.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Daily story time to discuss stories, develop comprehension and understanding of books as well as promoting a love for reading.
- Daily phonics RWI Set one sounds
- Initial sound activities and challenges set up weekly in discover and do
- Blending and segmenting opportunities set up in discover and do
- Weekly adult focus activities for reading and writing – name writing to be a focus and then attempts at initial sound, cvc and labelling opportunities for writing.
- Children to begin the school reading scheme once ready.

## **Mathematics:**

Count objects, actions and sounds.

Subitise.

Link the number symbol (numeral) with its cardinal number value.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Count beyond ten.

Compare numbers.

Continue, copy and create repeating patterns.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Daily maths carpet sessions – linked to number of the week
- Opportunities for developing these new mathematical skills in all areas of learning in discover and do

## **Understanding the world:**

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Describe what they see, hear and feel whilst outside.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Carpet discussions about our families and ourselves. How have we ourselves changed? How are our families similar / different?
- Discussions about how we have changed? What is our past and how are we know in the present?
- Learn about the 5 senses and what we use them for. – Feely box for sense of touch, smelling station, taste test challenge for homework, hearing and seeing walk around the school grounds.

## **Expressive arts and design:**

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Workshop area for children to design and make during discover and do – there will be enhancements introduce new techniques but then these will be left out for children to use independently to repeat, rehearse and revisit. Children need time to practice and consolidate. Repetition is a good thing.
- Lego, duplo and construction carpet for child initiated construction.
- Large scale construction in the outdoor classroom.
- Observational self portraits.
- Colour mixing challenges.
- Home and school role play areas
- Small world area

## **Link texts –**

**School value books**

**The colour monster goes to school**

**The colour monster**

**Everybody feels scared / angry / happy / sad**

**Slug needs a hug**

**Ruby's Worry**

**Families, families, families**

**The great big book of families**

**All are welcome**

**Key Vocabulary**

**Teamwork Responsibility Respect Creativity Truthfulness**

**Compassion Perseverance Friendship**

**Be Safe**

**Be Respectful**

**Be Ready**

**Sharing**

**Taking it in turns**

**Senses Sight Hearing Touch Smell Taste**

**Feelings**

**Emotions**

**Angry sad happy worried lonely anxious excited**

**Unique**

**Special**

**Different**

**Autumn**

**Seasons**

**Differences**

**Similarities**

**Past**

**Present**

**Future**