

MEDIUM TERM PLAN AUTUMN 1 2022 - EARLY YEARS

NAME OF UNIT: "3,2,1 Blast Off!"

Week beginning	Week's Intent	Prime Areas			Specific Areas				Outdoor Learning SMSC British Values CVPS Values		
		Personal, Social and Emotional Development	Physical development	Communication and Language	Literacy	Mathematics	Understanding the World	Expressive Arts and Design			
		UNIT INTENT: What is the purpose of this unit? To find out about the solar system and learn new vocabulary and listen to and comment on stories related to space. To find out about ourselves and our local surroundings.									
29.08.22	Inset Day 1.9.22 Home Visits on 2.9.22.										
05.09.22	Home Visits on 5.9.22 and 6.9.22 Starting school transition	Baseline assessment - focus and spontaneous play opportunities Formal baseline assessment									Take photos of children for class display and make astronaut surrounds Take photos for astronaut display Outdoor Learning: To explore the outside environment and school surroundings. To play circle games Safeguarding Opportunities Safety in the classroom and outdoor area. Where can I go? Where can I not go? Safety using tools - how to handle scissors, glue, paintbrushes, correctly and carefully SMSC Taking turns. Sharing. Putting our hands up School life Looking in the mirrors at their faces Space art Scientific space experiments British Values Democracy, rule of law, individual liberty, respect of faith Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views CVPS Values Developing confidence in and around the school and with one another Developing how we value our school Developing how to be prepared to learn Developing how to be a successful learner

12.09.22	All children fulltime	Baseline assessment - focus and spontaneous play opportunities Formal baseline assessment			Baseline of drawing a picture of themselves/name	Baseline assessment and spontaneous play opportunities			<p>Outdoor Learning: To explore the outside environment and school surroundings. To play circle games</p> <p>Safeguarding Opportunities Safety in the classroom and outdoor area. Where can I go? Where can I not go? Safety using tools - how to handle scissors, glue, paintbrushes, correctly and carefully</p> <p>SMSC Taking turns. Sharing. Putting our hands up School life Looking in the mirrors at their faces Space art Scientific space experiments</p> <p>British Values Democracy, rule of law, individual liberty, respect of faith Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views</p> <p>CVPS Values Developing confidence in and around the school and with one another Developing how we value our school Developing how to be prepared to learn Developing how to be a successful learner</p>
19.09.22	<p>Whatever Next! By Jill Murphy</p> <p>T4W - immersion in the text - listen to the story, role play, small world</p>	<p>Identify and moderate their own feelings socially and emotionally</p> <p>School routines, class rules, tidying up, sharing, circle time games to develop listening skills SEAL New Beginnings</p> <ul style="list-style-type: none"> Starting school related stories - Some Dogs Do, Harry and the Dinosaurs go to school, Espresso clips <p>Baseline assessment- focus (PSED) and spontaneous play opportunities</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <ul style="list-style-type: none"> Making rockets from junk modelling Tuff spot of outer space Dough gym <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> lining up and queuing mealtimes personal hygiene <p>Space and safety in the classroom and outside area, using a variety of one-handed tools</p> <p>Baseline assessment- focus (threading, puzzles, scissors, toilet, coat) and</p>	<p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> Listening to stories and taking part in nursery rhymes/songs - learn Tinka Tanka Skunk Listen to Whatever Next! <p>Baseline assessment- focus (speaking and playing) and spontaneous play opportunities</p>	<p>Read individual letters by saying the sounds for them.</p> <ul style="list-style-type: none"> Whatever Next! Introduce book and use film Role play story and small world <p>Alphabet songs and favourite nursery rhymes Story times - familiar stories, Clapping syllables in their names, recognising their names on labels, writing names Assessment of letter sounds/writing Baseline assessment - focus (phonemes, name, draw a picture, book handling) and spontaneous play</p>	<p>Count objects, actions and sounds. Sing counting rhymes. <i>Go on a number hunt with numbers on stars. Counting stars/objects 1:1 Help Lecky catch the balloons - Crickweb</i></p> <p>Baseline assessment- focus (numbers, counting) and spontaneous play opportunities</p>	<p>RE: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Sharing This Is Me books Small group work Who am I, and where do I belong? What makes us special and unique? Sharing This Is Me books Small group work</p> <p>Baseline assessment- focus and spontaneous play opportunities - focus talking about their families</p>	<p>DT: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> Making rockets from paper Make astronaut surrounds <p>Music: Sing a range of well-known nursery rhymes and songs.</p> <ul style="list-style-type: none"> Familiar and action songs. Number rhyming songs Space themed songs and rhymes Charanga 'Me' 	<p>Outdoor Learning: Stories outside. Build a reading den. Build a giant rocket using cardboard boxes</p> <p>Safeguarding Opportunities Safety in the classroom and outdoor area. Where can I go? Where can I not go? Safety using tools - how to handle scissors, glue, paintbrushes, correctly and carefully</p> <p>SMSC Taking turns. Sharing. Putting our hands up School life Looking in the mirrors at their faces Space art Scientific space experiments</p> <p>British Values Democracy, rule of law,</p>

			spontaneous play opportunities		opportunities Start Phonics programme: Letters and Sounds - Phase 2. Phonemes: s a t p Small Group Work with a focus on clapping out syllables, matching sounds to objects, oral segmentation			Step 1 Focus - role play, singing, instruments, colours)	individual liberty, respect of faith Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views CVPS Values Developing confidence in and around the school and with one another Developing how we value our school Developing how to be prepared to learn Developing how to be a successful learner
26.09.22	Whatever Next! By Jill Murphy T4W - immersion in the text - act out going to the moon, start to find out about the moon Non-fiction books about space	See themselves as a valuable individual Express their feelings and consider the feelings of others SEAL New Beginnings - who is in your family? Who are your friends? This is Me books	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Fine Motor skills - scrunching up foil, finger printing Dough gym Revise and refine the fundamental movement skills they have already acquired:- rolling - walking - running - skipping - crawling - jumping - hopping - climbing Traffic light game, magic spots, ball games focus on running, kicking and catching a ball) Multi-skills	Learn new vocabulary. Use new vocabulary through the day Act out going to the moon	Listen carefully to rhymes, poems and songs, paying attention to how they sound Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Act out going to the moon - model use of describing words. Use film of Apollo launch What can you see from the portal of the rocket? Skill: Draw a picture of what they can see and scribe sentences - classroom display Phonemes: p n m d HFW: and a	Link the number symbol (numeral) with its cardinal number value. Subitise Count beyond 10 counting and sorting different objects. Matching to correct numeral, numbers/hoops outside, counting stars 1:1 and introducing subitising Skill: ordering numbers 0-5 and 0-10 to stick on their rocket	Science/Geography: Explore the natural world around them Recognise some environments that are different to the one in which they live. <ul style="list-style-type: none">Where do we live? Use google earth to look down from the moon to earthWhat does the moon look like? Science experiment - crater experiment - dropping different size rocks to make a crater and observe different size craters. Talk about the lives of the people around them and their roles in society. Who am I, and where do I belong? Where do I belong? People belong together in different ways - name people that are special to us and recognise that we are part of a school community RE: Understand the effect of changing seasons on the natural world around them. <ul style="list-style-type: none">Espresso all about Autumn look at power point re Autumn	Art: Explore, use and refine a variety of artistic effects to express their ideas and feelings <ul style="list-style-type: none">make different planets using oils in water - hall display Music: Sing in a group or on their own, increasingly matching the pitch and following the melody. <ul style="list-style-type: none">Familiar and action songs.Number rhyming songs Space themed songs and rhymesCharanga 'Me' Step 2	Outdoor Learning: Role play of going to the moon. Crater experiment. Safeguarding Opportunities Safety in the classroom and outdoor area. Where can I go? Where can I not go? Safety using tools - how to handle scissors, glue, paintbrushes, correctly and carefully SMSC Taking turns. Sharing. Putting our hands up School life Looking in the mirrors at their faces Space art Scientific space experiments British Values Democracy, rule of law, individual liberty, respect of faith Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views How we celebrate Harvest CVPS Values Developing confidence in and around the school and with one another Developing how we value our school Developing how to be prepared to learn Developing how to be a successful learner
03.10.22	Aliens Love Underpants And non-fiction books about	See themselves as a valuable individual SEAL New Beginnings What can I do now and what could I do as a baby?	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Articulate their ideas and thoughts in well-formed sentences Talk about what they would take to the moon	Spell words by identifying the sounds and then writing the sound with letter/s Outcome: Write a list of	Continue, copy and create repeating patterns <ul style="list-style-type: none">repeating patterns using multilink, camels, make	Science: Understand some important processes and changes in the natural world around them, including the seasons and	DT: Create collaboratively sharing ideas, resources and skills <ul style="list-style-type: none">To make the	Outdoor Learning: Making patterns using ourselves. Chalk markmaking. Role play. Story den.

	space	Text: Avocado Baby	<ul style="list-style-type: none"> - Link to space topic - Duck Duck Goose (star star alien) - Dough gym Multi-skills	What are the names of other planets	<p>what you would take in your rocket to the moon</p> <p>Small Group Work - matching phonemes to objects, start blending</p> <p>Phonemes: g o c k HFW: is it in at</p>	<p>mistakes, copy patterns, what's the same/different?</p> <p>Skill: Make a moon/star repeating pattern using paint</p> <p>Number of the week:1</p>	<p>changing states of matter</p> <p>The bubbling planets experiment. Look at different planets</p> <p>Explore the natural world around them</p> <p>RE: Who am I, and where do I belong?</p> <p>How are new babies welcomed? Why is it important?</p> <p>Sequence a human life cycle</p> <p>Technology: To use the internet to find out about planets</p>	<p>sun, earth and moon from papier-mâché - children will work in groups</p> <p>Music:</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <ul style="list-style-type: none"> • Space themed songs and rhymes - use untuned instruments to make space music • Charanga 'Me' Step 3 	<p>Safeguarding Opportunities</p> <p>Safety in the classroom and outdoor area. Where can I go? Where can I not go? Safety using tools - how to handle scissors, glue, paintbrushes, correctly and carefully</p> <p>SMSC</p> <p>Taking turns. Sharing. Putting our hands up School life Looking in the mirrors at their faces Space art Scientific space experiments</p> <p>British Values</p> <p>Democracy, rule of law, individual liberty, respect of faith</p> <p>Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views</p> <p>CVPS Values</p> <p>Developing confidence in and around the school and with one another Developing how we value our school Developing how to be prepared to learn Developing how to be a successful learner</p>
10.10.22	The Way Back Home by Oliver Jeffers	<p>Manage their own needs</p> <p>Think about the perspectives of others</p> <p>SEAL New Beginnings</p> <p>What is right/wrong?</p> <p>Agree class Golden promises and make a class poster</p>	<p>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.</p> <p>-Stuck in the mud (crater), team games -</p> <p>Multi-skills</p> <p>Dough gym</p>	<p>Connect one idea or action to another using a range of connectives</p> <ul style="list-style-type: none"> • Using small world to act out stories with aliens <p>First, then, next</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>use the film on the Literacy Shed</p> <p>Outcome: To act out a conversation between the boy and the alien - frieze frames</p> <p>Phonemes: ck e u r</p> <p>HFW: to the</p> <p>Small Group Work - matching phonemes to objects, start blending</p>	<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <ul style="list-style-type: none"> • Learning the names of 2D shapes - make shapes from string, plastic shapes • Looking for shapes in the local environment <p>Outcome: Provide a selection of paper 2D shapes for the children to use to create pictures of aliens or rockets.</p> <p>Number of the week:3</p>	<p>RE: Recognise people have different beliefs and celebrate special times in different ways</p> <p>Who am I, and where do I belong?</p> <p>To learn that Jesus is a special person to Christians. What is Harvest? Why do we celebrate Harvest?</p>	<p>Art:</p> <p>Create collaboratively sharing ideas, resources and skills</p> <ul style="list-style-type: none"> • To paint the sun, earth and moon in groups • To make a rocket from tubes - see picture <p>Music: Explore and engage in music making and dance, performing solo or in groups</p> <ul style="list-style-type: none"> • Space themed songs and rhymes - use untuned instruments to make space music • Charanga 'Me' Step 4 	<p>Outdoor Learning:</p> <p>Sorting shapes in the toughspot. Spotting shapes on a shape walk. Role play. Story den</p> <p>Safeguarding Opportunities</p> <p>Safety in the classroom and outdoor area. Where can I go? Where can I not go? Safety using tools - how to handle scissors, glue, paintbrushes, correctly and carefully</p> <p>SMSC</p> <p>Taking turns. Sharing. Putting our hands up School life Looking in the mirrors at their faces Space art Scientific space experiments</p> <p>British Values</p> <p>Democracy, rule of law, individual liberty, respect of faith</p> <p>Taking turns when we are playing and in conversation Saying please and thank you Making and having choices</p>

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17.10.22	The Way Back Home by Oliver Jeffers	Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG) <ul style="list-style-type: none"> To understand what is right and wrong Revisit our class rules 	Develop overall body-strength, balance, co-ordination and agility. Bean game, Multi-skills Dough gym	Engage in story times <ul style="list-style-type: none"> Imagine if an alien landed in your garden 	Spell words by identifying the sounds and then writing the sound with letter/s Share the text book this week and compare to their own conversations Outcome: To write a speech bubble of what the little boy/alien are saying to one another Finish by reading the text. Small Group Work - matching phonemes to objects, start blending Phonemes: h b f l HFW: no go	Compare length - measure our heights To order 6 children in a line, making towers Number of the week:4	Science/Geography: Explore the natural world around them - walk around the school grounds to collect leaves, seeds <i>Espresso all about Autumn look at power point re Autumn</i> - A very basic introduction to looking at maps History: Look at the buildings in Charlwood. How old are they? Technology: To use Paint Projects (Purple Mash) to paint an autumn picture	Art: Share their creations, explaining the process they have used. Explore the sculptor Andy Goldsworthy - look at his nature sculptures and then replicate our own sculptures using natural objects from our autumn walk Music: Explore and engage in music making and dance, performing solo or in groups <ul style="list-style-type: none"> Space themed songs and rhymes - use untuned instruments to make space music and perform to Owl Class Charanga 'Me' Step 5 and Charanga assembly 	Outdoor Learning: Measuring different outdoor objects. Collecting autumnal objects on an autumn walk. Role play. Story den Safeguarding Opportunities Safety in the classroom and outdoor area. Where can I go? Where can I not go? Safety using tools - how to handle scissors, glue, paintbrushes, correctly and carefully Walking to the church - road safety SMSC Taking turns. Sharing. Putting our hands up School life Looking in the mirrors at their faces Space art Scientific space experiments Harvest Festival British Values Democracy, rule of law, individual liberty, respect of faith Taking turns when we are playing and in conversation Saying please and thank you Making and having choices Respecting one another's views How we celebrate Harvest CVPS Values Developing confidence in and around the school and with one another Developing how we value our school Developing how to be prepared to learn Developing how to be a successful learner