

Dawley C of E Primary Academy

Role of the adult :

- \* Observations
- \* Questioning
- \* Scaffolding
- \* Facilitating

Physical Development

Moving and Handling :

- \* Develop cutting skills
- \* Pegs and peg board patterns
- \* Handwriting patterns
- \* Playdoh models
- \* Parachute games
- \* Threading activities

Health and Self care :

- \* Recognising changes that occur when we exercise.
- \* Healthy eating
- \* Becoming independent when changing for PE.

Personal, Social and Emotional Development

Making Relationships:

- \* Make new friends and relationships with adults
- \* Develop understanding of sharing with others

Self confidence and self awareness :

- \* Identify 'things I can do...'
- \* Draw our helping hands—what can we do to help others?
- \* Discuss and draw 'my family'

Managing feelings and behaviour :

- \* Further develop understanding of our feelings
- \* Develop 'golden classroom rules' and discuss expectations
- \* Develop understanding of school routines

Communication and Language

Listening and attention :

- \* Listen to range of stories both books and online stories
- \* Follow stories online and interacting with them
- \* Listen to others—adults and friends

Understanding :

- \* Order stories
- \* Follow instructions and expectations

Speaking :

- \* Class and group discussions about school life and classroom golden rules.
- \* Role play - vintage house
- \* Discuss who is in our family

Enabling environments :

- \* Home corner set up as a vintage house
- \* Storybooks in reading corner related to familiar settings
- \* Familiar objects in the investigation area - how do they work

Literacy

Reading—

Introduction to group reading - how to turn the page, follow the text, find key words.

Shared texts—

Books—

- \* Books linked to first day at school (Goat goes to Playgroup)
- \* You Be You, Only One You—celebrating uniqueness
- \* Supertato, Super Duck

Writing—

- \* Practising to write own names
- \* Mark making with a range of implements
- \* Letter tracing and development
- \* Large mark making outdoors
- \* Provision of a range of writing implements in every area of classroom

Medium term plan for Autumn Term 1 2018

Theme 'I'm a Hero'

Planning to be added to from pupils individual interests

Maths

Numbers :

- \* Counting and comparing a variety of resources
- \* Number recognition—0-10, 0-20 if appropriate
- \* Ordering numbers
- \* Counting forwards and backwards to 10/20 through song and rhymes

Shape, Space and Measures :

- \* Positional language games
- \* Matching dominoes
- \* Using and naming 2D shapes—can we make a pictures? Can we describe the shapes?
- \* Looking and identifying shapes (inside and outside)
- \* Identify and compare sizes

- \* Writing/recording resources to be available in each learning area

Characteristics of effective learning

Playing and exploring

- \* Showing curiosity with new objects, textures
- \* PDR sessions - enabling chn to initiate their own play and interests

Active Learning

- \* Famous artist focus - paying attention to details
- \* New outdoor provision—learning about new equipment

Creating and Thinking Critically

- \* Investigate materials by testing ideas, theories and predictions
- \* Outdoor provision

Understanding of the World

People and communities :

- \* Who is in our family?
- \* Visit to Holy Trinity church

The World :

- \* Seasonal changes—observe and discuss changes
- \* Investigate sand / water areas with a variety of resources
- \* Construction equipment—what can you build?
- \* Investigate compost, shaving foam in tuff spots
- \* Rubbing tree trunks
- \* Harvest celebrations

Technology :

- \* ICT—introduction to whiteboard—range of click and drag games

Expressive Arts and Design

Exploring and using media and materials:

- \* Make face collages—using a range of resources
- \* Paint/draw picture of self
- \* Look at famous artists and work in their style

Being imaginative :

- \* Role play—House
- \* Loose parts provision—what have you made?
- \* Can you write your name?
- \* Investigate colours
- \* What is a dot?