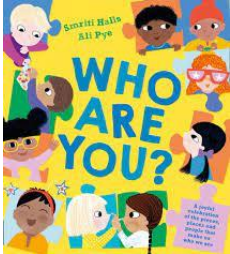
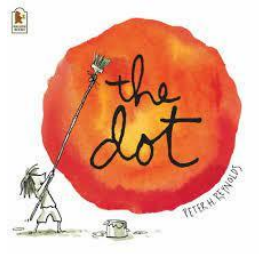
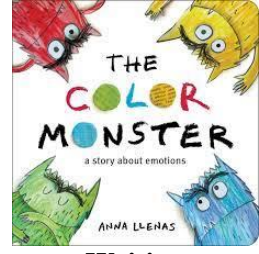
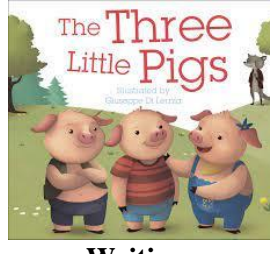

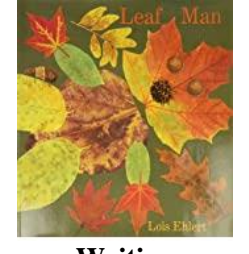


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Lit era cy & CL	<p>Key text: Who are you?</p>  <p>Writing skills/knowledge Activity: To draw and label a picture of themselves/family</p> <p>Children will use their phase 2 sounds to write initial sounds Children will segment cvc words</p> <p>Communication and language: Children will develop their vocabulary based on themselves and their family. They will use adjectives to orally describe their features e.g. I have curly, red hair. My eyes are dark brown.</p>	<p>Key text: The Dot</p>  <p>Writing skills/knowledge: Activity: To write a simple caption about what they are good at and what makes them special.</p> <p>Sentence stem for support I can... I am good at...</p> <p>Reading: Show the children the front cover of 'The Dot' and open up comments with, "I wonder what this story might be about . . ."</p> <p>Share the blurb– "Vashti feels that she is different to everyone</p>	<p>Key text: The colour Monster</p>  <p>Writing skills/knowledge: Activity: To write in role</p> <p>Children will orally compose a sentence in role as one of the colour monsters. They will say how the monster is feeling. e.g. I am sad.</p> <p>Children will be able to write simple words that match their spoken sound e.g sad. Children will be able to form some letters correctly.</p> <p>Communication and Language</p>	<p>Key text: The three little pigs</p>  <p>Writing skills/Knowledge: Activity: To describe a character</p> <p>Children will begin to write labels to describe the big bad wolf. The children will use their p2 phonic knowledge to write simple words-big, bad. They will start to use a sentence stem to develop into a sentence e.g. he is ...</p> <p>Reading Comprehension:</p>	<p>Key text: The Leaf Thief</p>  <p>Writing skills/Knowledge: Activity: To write a prediction Children will write a prediction based on the front cover of the book. Children will begin break the flow of speech into words. Children will use their phonetical knowledge to orally say what they think.</p> <p>Children will be able to draw pictures to demonstrate their ideas.</p> <p>Reading: Comprehension:</p>	<p>Key text: Leaf Man</p>  <p>Writing skills/Knowledge: Activity: To write in role</p> <p>The children will become familiar with the book and how the leaf man is feeling. The children will work with a partner to act in role as the leaf man from the book. The children will write a simple sentence using their phonic knowledge pretending to be the leaf man and describe his journey-I am in a pond!.</p> <p>Reading Comprehension:</p>

	<p>else. She thinks that she can't draw. At the end of the book we see that Vashti has all of her art work on the wall. The boy at the end thinks that Vashti's art work is really good. Vashti is good at drawing."</p> <p>Children will begin to make predictions about stories and understand what a blurb is and how it can provide us with an insight into the book.</p>	<p>Children will orally compose sentences. They will act in role and develop vocabulary with new words such as fear, worried, nervous, frightened</p> <p>Reading Comprehension Children will be able to answer questions about characters in a story: Why is the blue monster sad? Why is anger represented with red? Are you ever angry? What can you do if you are? Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story.</p>	<p>Children will begin to complete a repeated refrain in a familiar rhyme, story or poem being read aloud Children will be able to answer questions about characters in a story: Why did the wolf want to blow the pigs houses down? Whose house blew down 1st, 2nd or 3rd?</p>	<p>Children will predict what happens next. Children will talk about why the squirrel thought there was a thief. What does thief mean? Is it a good thing? Children will begin to know that a book has a beginning, a middle and an end and can hold the book the right way up and turn some pages appropriately.</p>	<p>Children will be able to talk about the characters feelings. Children will be able to take the place of the character. Children will be able to ask and answer questions during hot seating. How do you think ...is feeling? Why do you think he is feeling like this? Children will begin to know that text in English is read top to bottom and left to right</p>
	<p>Reading: Comprehension Children will be able to talk about a story Children will know what a front cover is. Children will listen and enjoy sharing a range of books. Children will know how to hold a book correctly, handle with care. Know the difference between text and illustrations. Word Reading: Hear general sound discrimination and be</p>				

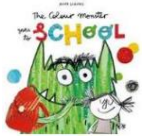

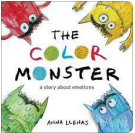




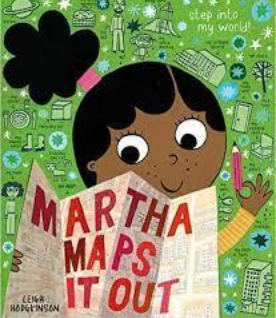
Autumn 1 Medium Term Plan – Marvellous Me/Familiar stories

	able to orally blend and segment.					
Phonics	Group 1/2: s, a, t, p, Catch up blending group in the afternoon Catch up GPC recognition group afternoons	Group 1/2: i, n, m, d : Catch up blending group in the afternoon Catch up GPC recognition group afternoons	Group 1/2: g, o, c, k Catch up blending group in the afternoon Catch up GPC recognition group afternoons	Group 1/2: ck, e, u, r Tricky words: is Catch up blending group in the afternoon Catch up GPC recognition group afternoons	Group 1/2: h, b, f, l Tricky words: I Catch up blending group in the afternoon Catch up GPC recognition group afternoons	Group 1/2: RECAP Tricky words: the Catch up blending group in the afternoon Catch up GPC recognition group afternoons Assessment week
Maths	BASELINE	BASELINE	BASELINE	Just like me Week 1 Session 1 Read the Button Box: Look at the different	Week 2 Session 1 Comparing: Look at two teddies (1 big, 1 small)	Week 3 Session 1/2 Pattern: Use items collected on autumn walk to make a pattern.

				<p>shapes, sizes, colours of buttons. Showing 2 buttons: are they the same (a match?) or different? Present children with a small group of buttons – what do they notice? What is the same and what is different about them? Can they find an exact match for a button? Look at a selection of buttons and sort them into groups/match them.</p> <p>Session 2 Sorting socks to put them into pairs. What features do they notice, spots, stripes, colours? Play a memory card game – if they turn 2 over that are the same shout ‘match!’ Children to make their own card matching game and play with a friend.</p> <p>Session 3 Matching different shapes and sizes. Match buttons to the correct shape outline. Using a selection of bottle lids of different sizes (children can bring some from home), place them on a piece of paper and</p>	<p>They are having a teddy bear’s picnic – the big teddy has a big cup/cake etc) Give the correct sized object to each teddy. (spoon, plate, apple etc)</p> <p>Session 2 Comparing amounts: more and fewer / Full and empty Plates at the teddy bears picnic – one teddy has more and the other fewer. Cups filled full or empty Give out 6 cakes to 5 animals – there are fewer animals than cakes as we have 1 cake left over. Find two groups of objects – one group should have more and the other fewer.</p> <p>Session 3 Comparing: taller and shorter The teddies have been building towers – frog thinks his tower is taller than hens...is he right? Build some of your own towers, can you build a tower of 3? Can you then build a tower that is shorter and taller than your tower of 3?</p> <p>Session 4</p>	<p>Set up a two item repeating pattern and ask children to help complete. Children should explore how to make their own repeating patterns using the natural materials available. Make some repeating patterns using everyday objects such as spoons, forks and cups that may be full or empty.</p> <p>Session 3 Use colours/shapes/different sizes to create repeating patterns. Work together to complete some repeating patterns that have been started. Children can explore this through sponge painting.</p> <p>Session 4 Identify mistakes in repeating patterns. Make fruit skewers – create a repeating pattern of fruit.</p> <p>Session 5 Reading the story ‘We’re Going on a Bear Hunt’ – can we notice the patterns? (Swishy swashy swishy swashy / stumble trip stumble trip)</p>
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				<p>draw around them, then muddle up the lids and match them up to their outline.</p> <p>Session 4 Sorting buttons into two different groups. (selection of buttons/2 plates). Look closely for similarities and differences in shape, colour and size.</p> <p>Session 5 Go on an autumn walk and collect a selection of items. What have you found? What do they look/feel like? Sort natural objects into 2 groups (sticks and leaves/ long and short sticks) Sort into 3 groups (leaves, conkers, sticks) How many ways can you sort? (colour, size, type)</p>	<p>Comparing: longer and shorter Lay out two pieces of string/ribbon (at a start line) Use teddies to show different lengths and question whether the teddies are correct in thinking they have the shortest or longest piece. Sometimes they might be the same length! Explore different lengths. Vocab: Longer than, shorter than, the longest, the shortest, the same.</p> <p>Session 5 Compare: The size of boxes and animals. Story: Dear Zoo Show a small box: what do they think might be inside? Match 3 teddy animals to a box they will fit in. (3 different sizes) Look at a selection of mystery boxes 1 at a time: will it fit a tall/long animal? Place out a selection of boxes and toy animals for the children to place animals in. They could also use building blocks to build a house for an animal.</p>	<p>Create patterns with body percussion – (clap, tap knees, clap, tap knees) Can the children continue the pattern and identify what action would come next? Use items that they may have found on the bear hunt.... Big conker, little conker A wide leaf, a narrow leaf Long stick, short stick Allow children to explore these concepts within their own repeating patterns.</p>
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Autumn 1 Medium Term Plan – Marvellous Me/Familiar stories

<p>PS ED</p>	 <p>How do we feel about a new class? What is the same/different?</p>	 <p>Children will work together to create a class charter for us to feel valued and respected.</p>	<p>The colour monster</p>  <p>Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'. Begin to understand how others might be feeling.</p>	 <p>What makes us special? How are we the same/different?</p>	 <p>How are we kind? What does being kind mean?</p>	 <p>Shy, brave, kind, why are all of these words important?</p>
<p>RE</p>	<p>Which people are special and why? Diwali-Story of Rama and Situ</p>					
<p>U W</p>	 <p>The Great Bog Book of Families Children will talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. This will link with Art where the children are drawing portraits of their family.</p>	<p>Stem work-Children will work in pairs to create a Dot bridge using lolly sticks and dot stickers to attach them together. They will then test their bridge for strength by placing washers on top.</p>	 <p>Martha Maps it out Children will talk about the features of their immediate environment with visual representations e.g., classroom maps, map around school, seating maps, nature area map and read commons signs and logos.</p>	<p>Strength testing. The children will make houses for the three little pigs. The children will work in pairs to make the strongest house. We will then test for strength by huffing and puffing.</p>	<p>Children will go on a Trip to the local park to collect leaves and autumn resources. During the trip children will comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p>	
<p>EA D</p>	<p>Portraits and self-portraits-Picasso style</p>	<p>Kadinsky concentric circles-maths link-Dot art work</p>	<p>Australian/aboriginal indigenous art. Continuing on from</p>	<p>Junk modelling houses for the three little pigs. Children</p>	<p>Leaf printing Based on the book the leaf thief children will</p>	<p>Making leaf men. The children will collect different shades of</p>

Autumn 1 Medium Term Plan – Marvellous Me/Familiar stories

		Children will start with a dot and see where it goes. Based on the book The dot.	Dot week, children will use cotton buds to create dot art.	will look at a variety of materials and choose which they deem to be the strongest.	look at the colours of Autumn. The children will learn how to make these colours by mixing paint and looking at how to lighten and darken shades. The children will then print around different shaped leaves to create Leaf prints.	leaves on a nature walk and create a new leaf man. Diwali hand prints-rangoli patterns
Music	1,2,3 good to be me song	1, 2, 3, 4, 5, Once I Caught a Fish Alive	This Old Man	Five Little Ducks	Things For Fingers	Name Song