



Only One You! 2023

Medium Term Teacher Focussed Planning Autumn 1

Characteristics of Effective Learning	PLAYING AND EXPLORING	ACTIVE LEARNING	CREATING AND THINKING CRITICALLY
	<p>Finding out and exploring <i>Showing curiosity about objects, events and people</i> <i>Using senses to explore the world around them</i> <i>Engaging in open-ended activity</i> <i>Showing particular interests</i></p> <p>Playing with what they know <i>Pretending objects are things from their experience</i> <i>Representing their experiences in play</i> <i>Taking on a role in their play</i> <i>Acting out experiences with other people</i></p> <p>Being willing to 'have a go' <i>Initiating activities, seeking challenge</i> <i>Showing a 'can do' attitude</i> <i>Taking a risk, engaging in new experiences, and learning by trial and error</i></p>	<p>Being involved and concentrating <i>Maintaining focus on their activity for a period of time</i> <i>Showing high levels of energy, fascination</i> <i>Not easily distracted; Paying attention to details</i></p> <p>Keeping on trying <i>Persisting with activity when challenges occur</i> <i>Showing a belief that more effort or a different approach will pay off</i> <i>Bouncing back after difficulties</i></p> <p>Enjoying achieving what they set out to do <i>Showing satisfaction in meeting their own goals</i> <i>Being proud of how they accomplished something – not just the end result</i> <i>Enjoying meeting challenges for their own sake rather than external rewards or praise</i></p>	<p>Having their own ideas <i>Thinking of ideas</i> <i>Finding ways to solve problems</i> <i>Finding new ways to do things</i></p> <p>Making links <i>Making links and noticing patterns in their experience</i> <i>Making predictions; Testing their ideas</i> <i>Developing ideas of grouping, sequences, cause and effect</i></p> <p>Choosing ways to do things <i>Planning, making decisions about how to approach a task, solve a problem and reach a goal</i> <i>Checking how well their activities are going</i> <i>Changing strategy as needed</i> <i>Reviewing how well the approach worked</i></p>

Prime Areas of Learning	Personal, Social and Emotional Development	Physical Development	Communication and Language
	<p>Questions: What is it like at Waverton School and how do I learn to be a part of the class? What is your name? What are your friend's names? What makes you happy? How do we behave in school? What are our school rules? Why do we have rules? Why are you special? <u>Can you go to the toilet by yourself, wash your hands and get your own drink?</u></p> <p>Success Criteria: Week 1 I can come into school happily Week 2 I can independently choose resources and I am learning where everything is Week 3 I can tidy away before I move on to the next activity Week 4 I am beginning to understand that we have and need rules in school Week 5 I am making friends and know why the rules keep us all safe and happy</p>	<p>Questions: What can I play with indoors and outdoors? What do you like playing with? How can we be safe? How should we move indoors and outdoors? How do we move with scissors? How do you hold a pencil? How do you carry large equipment? Where is everything kept? Can you draw a picture of you and your family?</p> <p>Success criteria: Week 1 I can find my way around the indoor and outdoor environment Week 2 I can choose and use different equipment-large and small Week 3 I can take part in daily routine tasks eg sit up on the carpet, line at the door, use the toilet independently, carry dinner tray, use knife and fork Week 4 I can take part in snack time and know I need 5 a day and that water is healthy</p>	<p>Questions: How do we show good listening? How do we sit on the carpet? What is good listening? What happens when we talk to a partner/ friend? What rhymes and songs do you know? Which David Mckee book do you like best? Why? When do you go to the doctor's hospital?-link role play</p> <p>Success criteria: Week 1 I can say good morning to an adult Week 2 I can have a simple too and fro conversation with a friend or adult Week 3 I can listen to a story with focus and interest Week 4 I can follow a simple instruction one part then two part Week 5 I can join in with known rhymes and stories Week 6 I can answer a why question</p>

<p>Week 6 I am confident to look after my own needs, eg go to the toilet, wash hands, get a drink, ask for help</p>	<p>Week 5 I can take part in a whole class PE session, beginning to change myself Week 6 I can find a space in the hall and combine movements safely and fluently</p>	
<p>Guided Activities: Getting to know you games Learn each other's names Photograph rules, introduce behaviour chart, team points, star of the week. Read Elmer books David Mckee Talk about how we are the same but different. Make Elmer elephants Make Elmer elephant masks Introduce Zones of Regulation- talk about happy, sad, angry, calm, silly Make calm box Introduce regulation station and how to use the safe space Snack routine</p>	<p>Guided Activities: Get to know the indoor and outdoor environment Use different equipment indoors and outdoors eg scooters, bikes, pirate ship, large construction, small construction, painting, beads scissors pens etc Make own choices where and what to play with Move in appropriate way Introduce snack- discuss 5 a day Knives and forks at lunchtime and in role play Draw ourselves and family portrait. Make Elmer- cut and stick. Make Dingle Dangle scarecrows split pin. Paint large Elmer elephant</p>	<p>Guided Activities: Daily Phonics. Say how you feel each day- I am happy because Retell Elmer stories Sing rhymes and songs Use talk to explain how you made Elmer Role play- home corner, change to hospital to link with our body</p>
<p>3-4 years</p> <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. <p>Reception</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. 	<p>Reception</p> <ul style="list-style-type: none"> 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 	<p>3-4 years</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words.

	<ul style="list-style-type: none"> Express their feelings and consider the feelings of others. Manage their own needs 	<ul style="list-style-type: none"> Develop overall body-strength, balance, co-ordination and agility Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene 	<ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
	Literacy	Mathematics	Understanding the World
Specific Areas of Learning	<p>Questions: What stories do you like? Are we the same or different? Is it ok to be different? Retell the Elmer story. How did Elmer feel?</p>	<p>Questions: How many? How old are you? When is your birthday? Where do you live? What do you see/ hear on the way to school?</p>	<p>Questions: Are we the same or different? Where do you live and who is in your family? What is your body made of? What are the senses? What can you hear, see, taste, smell, touch? What jobs do people have in hospitals?</p>
	<p>Success Criteria: Week 1 I can listen to some of a short story I can find my name with support Week 2 I know that someone wrote the story- they are called the author I can recognise my name Week 3 I can listen to a story with more focus I know some letters in my name Week 4 I can answer simple questions about the story and talk about new words I can trace over my name Week 5 I can begin to learn the routine for phonics sessions I can write my name with support Week 6 I can attempt to write my name independently</p>	<p>Success Criteria: Week 1 I can count to 3 Week 2 I can count to 4 Week 3 I can count to 5 Week 4 I can count to 5 and use a 5 frame Week 5 I can compare quantities of identical objects Week 6 I can compare quantities of non- identical objects</p>	<p>Success Criteria: Week 1 I can talk about myself and draw a picture of me Week 2 I can talk about my family and draw a picture Week 3 I can paint my house and talk about how I get to school. I can draw a map to school Week 4 I know we are the same but different Week 5 I can talk about my body Week 6 I know I have different senses and I use them all of the time</p>
	<p>Guided Activities: Daily Phonics Guided Reading Read Elmer books, Same, same but different, Only One You, It's ok to be different Talk about author David Mckee</p>	<p>Guided Activities: Power maths Numberblocks Route to school</p>	<p>Guided Activities: Talk about me now and when I was a baby, my hair colour, eye colour Make a picture of me Talk about our bodies -Read Funny Bones Information books- Our body</p>

<p>Learn to write my name and form letters correctly- s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h</p>		<p>Talk about senses, make touch game, play listening game, make observation game Role play- hospital, talk about doctors, nurses Talk about route to school, what do you see, hear, touch, smell, taste on the way.</p> <p>Harvest festival</p>
<p>Baseline x3 weeks 3-4 years</p> <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother Engage in extended conversations about stories, learning new vocabulary Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<p>Baseline x3 weeks 3-4 years</p> <ul style="list-style-type: none"> Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Baseline x3 weeks 3-4 years</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Show interest in different occupations. Begin to make sense of their own life-story and family's history Continue to develop positive attitudes about the differences between people. Talk about members of their immediate family and community. Name and describe people who are familiar to them Draw information from a simple map. Describe what they see, hear and feel whilst outside.
<p>Expressive Arts and Design</p>	<p>Festivals and Celebrations Books</p>	<p>Parent/Community Links</p>
<p>Questions: Can you choose different areas to play in? Which songs can you sing? What is your favourite? Which colours make green? Can you use a range of techniques to make leaves for Elmer picture? Can you draw yourself/ your family?</p>	<p>What relevant festivals happen during the first half term? Harvest Halloween</p> <p>Fiction Only One You Linda Kranz</p>	<p>Reading meeting Harvest at the Church</p>

<p>Success Criteria: Week 1 I can learn to find resources in my environment eg stage, music box, construction, scissors, pens, brushes, tape etc Week 2 I can select resources and know how to tidy them away, asking for help when needed Week 3 I can use resources and take part in pretend play in a variety of contexts Week 4 I can experiment and explore using different materials Week 5 I can sing known songs and rhymes Week 6 I can draw a simple picture eg, me, family, Elmer</p>	<p>Elmer: David McKee Same, Same but Different Jenny Sue Kostecki Shaw It's ok to be different Todd Parr Funny Bones Allan Ahlberg Room on a Broom Julia Donaldson Little Red Hen The Scarecrow's Wedding Julia Donaldson Titch Pat Hutchins You Choose Pippa Goodhart Nick Sharratt</p> <p>Poetry Ready Steady Mo- Mo Farah- rhyming book</p>		
<p>Guided Activities Get to know the indoor and outdoor environment Use different equipment indoors and outdoors Make Elmer elephant- collage cut and stick Colour mixing- focus green, encourage children to then experiment and make different colours Make forest leaves for Elmer painting Draw and paint my family Sing nursery rhymes Use instruments – use stage outdoors</p>	<p>Songs and Rhymes Good morning song If You're Happy... Heads, Shoulders, Knees.... One finger, one thumb keep moving 12345 once I caught a fish alive Dingle Dangle scarecrow The farmer plants the seeds Put your Finger on your Nose... Finger Play Rhymes... Alphabet Song... Incy wincy</p>		<p>Vocabulary:</p> <p>PSE Vocab- Feelings- Happy, Sad, Angry</p> <p>Communication & Language Vocab- Listen- sit still, look at listener, hands in lap, remember</p> <p>Physical Development Vocab- Pencil grip Skip, hop, stand, balance, run, walk, jump, crawl Space</p>
<p>3-4 years</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 			<p>Phonics Vocab- Letter, word, name, sound, upper case, lower case, capital letter</p> <p>Book Vocab- Title Author Illustrator Blurb Front cover/back cover</p> <p>Number Vocab- Count, how many? Sort Odd one out Shape- 2D, 3D</p>

	<ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 		<p>Understanding the World History Vocab- Now and then- Myself ,Family Friend- Unique Geography Vocab- Map, direction Science Vocab- Senses- touch, seeing, hearing, tasting, smelling My body- labels eg leg, arm, eyes, elbows, thighs etc Bones, heart, blood, brain Healthy- 5 a day</p> <hr/> <p>Expressive Arts and Design Art Vocab- Collage Draw, sketch Paint</p> <hr/> <p>Starting school Vocab- Assembly Line up Rules be safe, be ready, be respectful Behaviour</p> <hr/> <p>RE Vocab- Church Christian Cross</p>
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