**STUNNING STARTER**

* Danny Duck/Cheryl and Charlie Chick to leave them a letter and their passports asking for help with setting up class rules and routines/Senses Investigation/Tinker table – with electrical objects

**Medium Term Plan**

**FANTASTIC FINISH**

* Autumn and Harvest themed celebration afternoon



**Area of Learning and Development Aspect**

**Prime Areas**

**Personal, Social and Emotional Development**

Making Relationships

Self-confidence and self-awareness

Managing Feelings and Behaviour

**Physical Development**

Moving and Handling

Health and self-care

**Communication and Language**

Listening and Attention

Understanding

Speaking

**Specific Areas**

**Literacy**

Reading

Writing

**Mathematics**

Numbers

Shape, space and measure

**Understanding the World**

People and Communities

The World

Technology

**Expressive Arts and Design**

Exploring and using media and materials

Being imaginative

**Characteristics of Effective Learning**

**Playing and Exploring – Engagement**

Finding out and exploring

Playing with what they know

Being willing to ‘have a go’

**Active Learning – Motivation**

Being involved and concentrating

Keeping on trying

Enjoying achieving what they set out to do

**Creating and Thinking Critically**

Having their own ideas

Making links

Choosing ways to do things

Term: Autumn 2020 Class: Little Chicks Teacher: Mrs Stock

**Personal, Social and Emotional Development**

* To talk about our families and people who are special to us
* To see if we are all the same/likes, dislikes, do we all like the same things?
* Show affection/concern for others.
* To discuss fair and unfair.
* What is being unkind and how can it affect others?
* Talk about our golden rules.
* Learn to put away our things
* To be responsible for carrying out small tasks.
* Our routines and manners
* Turn taking
* To have confidence to try new activities and speak in a group.
* Introduce the Carleton Pre-school co Code and passports

**Communication and Language**

* Talking about themselves and their families and friends
* Taking turns in listening and talking to each other
* Being able to ask when they need help
* Recalling familiar events/experiences in the correct order
* Listening to their friends during play
* Talking about their sense and exploring artefacts

**Enrichment/Experiences/Trips/Visitors**

* A sensory walk in the local area
* Diwali Dance workshop
* Grandparents to tall about the changes through history of familiar household objects
* Fleetwood museum – Victorian home from the past

Ourselves/The Senses /Are we any better?

**Literacy**

**Reading**

* Recognising our names
* To be able to join in with a familiar rhyme / rhyming story.
* Phonics – Phase 1 – listening to and identifying different sounds from the environment, rhyming pairs,
* Recognises familiar logos

Books

Ourselves and sense poems, stories and information books/Goldilocks/Little Red Hen/Harry and the Robots/Ten little robots (rhyming)/Rusty the Squeaky Robot/Hello robots/ Robots, Robots everywhere (rhyming)/ No-Bot the robot with no bottom /When I was young/Wheels keep turning/Rosie Revere, Engineer.

Writing

* Give meaning to the marks we make
* Gain control over a pencil to trace over a line

**Physical Development**

* Mounts stairs, steps or climbing equipment using alternate feet.
* Walks downstairs, two feet to each step while carrying a small object.
* Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
* Experiments with different ways of moving.
* Uses simple tools to effect changes to materials**.**
* Being able to dress and undress with some support
* To be able to toilet themselves and wash their hands afterwards or before eating
* To be able to put on and take off wellies and puddle suits
* To develop fine motor skills and strengthen their pincer grip
* To move confidently within spaces in different ways
* To use and handle tools and equipment with safety and care.
* Diwali dance workshop

**Mathematics**

* To show an interest in numbers and counting**.**
* To use number language, spontaneously and appropriately
* Counting in order to 5 then 10
* To show an interest in representing numbers
* Using mathematical language – count, number, order
* To sort objects according to shape/size
* Ordering objects using the vocabulary of length, size, height
* Using shapes to build and make patterns with
* Finding shapes in the environment
* Talk about the shape of familiar objects
* Make shape pictures of people, homes and objects
* Talking about the sequence of our day

**Understanding the World**

* Explore the new surroundings of their classroom and school.
* Recognise the changes in themselves **–** what can they do now they couldn’t as a baby.
* Find out how some simple household objects familiar to them have changed over time**.**
* Show an interest in and ask questions about the natural world and observe using our senses.
* Observe and talk about the changes occurring within the season
* Use their senses to describe the season changing to autumn
* Use their senses to explore the environment around them.
* Explore, describe, investigate and sort some simple materials and objects – magnetic or not, soft or hard, old or new.
* Children will use an interactive board and computer to interact with age-appropriate software
* Show an interest in using technological toys and equipment

**SMSC/ PSHE / BRITISH VALUES**

* Halloween/Bonfire Night/Remembrance Day/Harvest
* Diwali and Eid – Diwali dance workshop
* Creating our class rules together
* Deciding democratically how to select things such as our story of the day
* Using our class rules to ensure that our behaviour is accepted by the rest of our class

**Religious Education**

* **R.E Task- Ask and answer questions ‘Why are things special? How and why do we celebrate? What special occasions are we part of? How does it feel to be part in a celebration? Make a card for a special time in their life. Draw and label a celebration box showing objects that we see/use when celebrating a special occasion.**
* Learn about Diwali and Eid. Talk about what different religious groups believe.

**Expressive Arts and Design**

* Make musical percussion and body percussion rhythms, names
* Play instruments along to familiar songs
* To create simple representations of people, and objects using a variety of media
* To shape and join materials.
* Cooking – design and bake for selling at the Christmas market.
* Create a Christmas craft for selling.
* Make and tap out a rhythm.
* Children should sing familiar songs and make up songs.
* To explore the sounds of instruments and how they can change the sounds they make.

**Topic Vocabulary:**

Ourselves, him, her, she, he, senses, taste, touch, smell, feel, see, hear, family, sister, brother, parents, grandparents, old, young, baby, toddler, child, teenager, adult, elderly, run, walk, talk, eat, draw, sit, hair, blonde, brown, ginger, black, grey, eyes, similar, different, same, feelings, kind, unkind, happy, sad, upset, excited, angry, joy, changes, natural, man-made, environment, Summer, Autumn, weather, cold, cooler, temperature, Diwali, respect, religious, belief, colour, sew, thread, predict, join, material, experiment, rule, routine, organise, sound, rhyme.