



## St Teresa's Foundation Medium Term Planning Autumn 1 2022



Area of Learning	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (4 days)	
<b>Personal, Social &amp; Emotional Development</b>	<p><b>New Beginnings:</b> Range 5 - Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</p> <p><b>See themselves as a valuable individual:</b> Range 6 - Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship; Recognises that they belong to different communities and social groups and communicates freely about own home and community; Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p> <p><b>Class Rules and Routines:</b> Range 5 - Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers; Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions; Enjoys a sense of belonging through being involved in daily tasks.</p> <p><b>Building Relationships:</b> Range 5 - Seeks out companionship with adults and other children, sharing experiences and play ideas; Uses their experiences of adult behaviours to guide their social relationships and interactions; Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play; Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. Range 6 - Develops friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</p>							
	<p><b>RSE</b></p> <p>Module 1 – Unit 1 – Religious Understanding.</p> <p>Module 1 – Unit 2 – Me, my body and my health.</p>							
	<p><b>RE</b></p> <p>Statement to Live by – We are all special.</p>	<p><b>Myself</b></p> <p>Begin to understand the importance of our first and family name.</p> <p>Activity – Draw a picture of themselves and write their name underneath (scribe if needed).</p> <p>Begin learning 'If I am a Butterfly'</p> <p>Statement to live</p>	<p><b>Myself</b></p> <p>Begin to recognise that God loves and calls us by our name.</p> <p>Activity – Colour in bookmark with 'God loves ____'</p> <p>Statement to Live by – I can say how I feel.</p> <p>Range 6 - Understands their own and other people's</p>	<p><b>Myself</b></p> <p>Recognise that God loves each of us and prayer allows us to talk and listen to each other.</p> <p>Activity – Ask each child to say a prayer for who they want God to take care of. Scribe what the child says.</p> <p>Statement to Live by - I can</p>	<p><b>Myself</b></p> <p>Class liturgy and time to reflect on what they have learnt.</p> <p>Respond Activity – Why am I precious? Draw a picture of themselves and scribe what the child says.</p> <p>Statement to Live by – I know what to do if I see anyone being</p>	<p><b>Welcome</b></p> <p>Statement to Live by – I know that rights match responsibility.</p> <p>Range 5 - Is more able to recognise the impact of her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p>	<p><b>Welcome</b></p> <p>Statement to Live by - I try to stand up to myself and others without hurting others.</p> <p>Range 5 - Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions; Practices skills of assertion,</p>	

See separate planning

			<p>by – I Can say one good thing about myself.</p> <p>Range 6 - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms.</p>	<p>feelings, offering empathy and comfort.</p>	<p>laugh and have fun.</p> <p>Range 5 - Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p>	<p>hurt.</p> <p>Range 5 - Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers. Range 6 - Talks about their own and others' feelings and behaviour and its consequences.</p>		<p>negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p>
<p><b>Communication &amp; Language</b></p>		<p><b>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</b></p> <p>Shoe boxes - Sharing facts about me, my family and talking about familiar experiences.</p> <p>Range 5 - Listens to others in one-to-one or small groups, when conversation interests them; Focusing attention – Can still listen or do but can change their own focus of attention; Beginning to understand why and how questions; Able to use language in recalling past experiences. Range 6 - Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity; May indicate two-channelled attention, e.g., paying attention to something of interest for short or long periods; can both listen and do for short span; Listens and responds to ideas expressed by others in conversation or discussion; Understands questions such as who; why; when; where and how.</p> <p>Settling in activities (turn taking games etc.) and making friends.</p> <p>Range 5 - Uses talk in pretending that objects stand for something else in play.</p> <p>Range 6 - Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p> <p>Range 5 - absorb and use language they hear around them in their community and culture.</p>						
<p><b>Physical Development</b></p> <p>See continuous provision planning for specific activities.</p>	<p><b>Moving and Handling.</b></p>	<p><b>Fine Motor Activities:</b></p> <p>Threading, cutting, weaving, playdough, disco dough: Range 5 - Manipulates a range of tools and equipment in one hand.</p> <p>Manipulate objects with good fine motor skills: Range 5 - Manipulates a range of tools and equipment in one hand.</p> <p>Draw lines and circles using gross motor movements: Range 5 - Creates lines and circles pivoting from the shoulder and elbow</p> <p>Hold pencil/paint brush beyond whole hand grasps/ Pencil Grip. Range 4 - Holds mark-making tools with thumb and all fingers.</p> <p><b>Gross Motor Activities:</b></p> <p>Cooperation games (e.g., parachute games).</p> <p>Climbing (outdoor equipment): Range 5 - Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise; Walks down steps or slopes whilst carrying a small object, maintaining balance and stability. Range 6 - Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>P.E lessons.</p>						

	<b>Health and Self-Care</b>	<p>Changing for outside/home time: Range 5 - Dresses with help, e.g., puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p> <p>Help individual children to develop good personal hygiene: Range 5 - Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Range 6: Usually dry and clean during the day.</p> <p>Provide regular reminders about thorough handwashing and toileting: Range 5 - Can wash and can dry hands effectively and understands why this is important. Range 6: Usually dry and clean during the day.</p> <p>Healthy Eating – Snack time/ lunchtime: Range 6 - Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Feeding themselves independently: Range 4 - Feeds self competently.</p>							
<b>Literacy</b>  See separate planning	<b>Reading</b>	Story time  Knows the main characters in a story.	<b>Nursery Rhymes</b> Range 4 Has favourite stories and rhymes. Repeats and uses actions and rhymes from familiar rhymes and stories. Range 5 Joins in with repeats refrains and anticipates key events and phrases in rhymes and stories.	<b>Story times</b> <b>C+L</b> Range 5 Listens to familiar stories with increasing attention and recall <b>Literacy</b> Range 4 Fills in missing word or phrase in a known rhyme or story. Range 5 Joins in with repeats refrains and anticipates key events and phrases in rhymes and stories. Describes main story settings, events and principal characters.	<b>Story times</b> <b>C+L</b> Range 5 Listens to familiar stories with increasing attention and recall Range 5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <b>Literacy</b> Range 4 Fills in missing word or phrase in a known rhyme or story.	<b>Story times</b> <b>C+L</b> Range 5 Listens to familiar stories with increasing attention and recall Range 5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <b>Literacy</b> Range 4 Fills in missing word or phrase in a known rhyme or story. Range 5 Describes main story settings, events and principal characters.	<b>Story times</b> <b>C+L</b> Range 5 Listens to familiar stories with increasing attention and recall Range 5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <b>Literacy</b> Range 4 Fills in missing word or phrase in a known rhyme or story. Range 5 Talks about events and principal characters in stories and suggests how the story might end	<b>Story times</b> <b>C+L</b> Range 5 Listens to familiar stories with increasing attention and recall Range 5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <b>Literacy</b> Range 4 Fills in missing word or phrase in a known rhyme or story.	
	<b>Writing</b>		Recognising and writing names Range 5 Can copy some letters from their name Attempts to write their own name, or other names and words, using combinations of	Mr Wiggle and Mr Waggle Range 5 Joins in with repeats refrains and anticipates key events and phrases in rhymes and stories.	Rhymes	The Three Little Pigs Learn the story using T4W with story maps and actions. (Imitate) Range 5 Joins in with repeats refrains and anticipates key events and	The Three Little Pigs Make who class changes to the story. (Innovate) Range 5 Begins to make letter-type shapes to represent the initial sound of their name and	The Three Little Pigs  Range 5 Joins in with repeats refrains and anticipates key events and phrases in rhymes and stories.	

			lines, circles and curves, or letter-type shapes			phrases in rhymes and stories. Describes main story settings, events and principal characters  Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes	other familiar words  Range 6 Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name	Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes  Range 6 Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name	
	Phonics		Phonics baseline	m a s d t Range 5 hears and says initial sounds in words Begins to form recognisable letters	i n p g o Range 5 Can blend sounds together Begins to form recognisable letters	c k u b f Range 5 Can segment sounds in simple words and blend them together Begins to form recognisable letters	e l h r j Range 5 Begins to read words Begins to form recognisable letters	v y w z x Range 6 Uses some clearly identifiable letters to communicate meaning.	
Mathematics  See separate planning	Number	Getting to know you – Exploring the provision.  Nursery Rhymes  Range 5 - Counting  Key times of day,	Getting to know you - Exploring the provision.  Nursery Rhymes  Range 5 - Counting  Key times of day,	Just Like Me  Match and sort  Range 5 - Composition  Compare amounts	It's me 1,2,3  Number blocks  Representing 1, 2, 3  Range 5 - Cardinality		Composition of numbers 1-3  Range 5: Compares two small groups of up to five objects, saying when there are		

	<p>Class routines.</p> <p>Range 5 - measures</p> <p>Positional Language</p> <p>Range 5 – Spatial Awareness</p>	<p>Class routines.</p> <p>Range 5 - measures</p> <p>Positional Language</p> <p>Range 5 – Spatial Awareness</p>	<p>Range 5 - comparison</p>	<p>Comparing 1, 2, 3</p> <p>Range 5 - comparison</p>		<p>the same number of objects in each group.</p> <p><b>Composition</b></p> <p>Range 5 Beginning to learn that numbers are made up (composed) of smaller numbers</p>		
SSM			<p>Exploring Patterns</p> <p>Range 5 - Pattern</p>		<p>Shape</p> <p>Circles and triangles</p> <p>Range 5 – Shape</p> <p>Compares two small groups of up to five objects, saying when there are the same number of objects in each group; Shows awareness of shape similarities and differences between objects; Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p>		<p>Positional Language</p> <p>Range 5 - Responds to and uses language of position and direction.</p> <p>Range 6 - Uses spatial language.</p>	
Understanding of the World		<p><u>Families</u></p> <p>Shoe Boxes - Identifying their family. Commenting on photos of their</p>	<p><u>Families</u></p> <p>Talk about what they do with their family and places they have been with their family.</p>	<p><u>People Who Help Us</u></p> <p>Make a list of the different jobs that people do that involve helping people.</p>	<p><u>People Who Help Us</u></p> <p>Talk about who helps us.</p> <p>Look in more detail at some of</p>	<p><u>Our local area – Our Home.</u></p> <p>Talk about where the children live and who they live with. Discuss similarities and</p>	<p><u>Our local area</u></p> <p>Display pictures of Darlington and parts of the town they may be familiar with (Morrisons, Soft</p>	

		<p>family; naming who they can see and of what relation they are to them.</p> <p>Range 4 - Has a sense of own immediate family and relations and pets.</p> <p>Range 5 - Remembers and talks about significant events in their own experience; Recognises and describes special times or events for family or friends.</p>	<p>Can draw similarities and differences between other families.</p> <p>Range 4 - Learns that they have similarities and differences that connect them to, and distinguish them from, others. Name and describe people who are in their family.</p> <p>Range 4 - Has a sense of own immediate family and relations and pets.</p>	<p>Select one or two roles to look at in more detail.</p>	<p>the job roles and then discuss what they would like to do when they grow up.</p>	<p>differences between their home and somebody else.</p> <p>Range 5 - Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family</p> <p>Range 6 - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>	<p>play, town centre etc.) Discuss.</p> <p>Range 5 - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Range 6 - Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>Long ago – Share old pictures of Darlington and discuss how time has changed. <b>ELG (Past &amp; Present): Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p>	
<p><b>Expressive Arts &amp; Design</b></p> <p>See continuous provision planning for specific activities.</p>	<p>Creating with Materials -</p> <p>Self-portraits.</p> <p>Begin to mix colours: Range 5 - Continues to explore colour and how colours can be changed.</p> <p>Junk modelling: Range 5 – uses tools for a purpose. Range 6: Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Take picture of children's creations and ask them to explain what they did: <b>ELG - Share their creations, explaining the process they have used.</b></p>							

	<p>Being Imaginative and Expressive -</p> <p>Join in with songs (Nursery Rhymes): <b>Range 5 – Sing familiar songs. Range 6 - Begins to build a collection of songs and dances.</b></p> <p>Join in with role-play games and use resources available for props (Nursery Rhyme props, home corner role play etc.): <b>Range 5: Uses available resources to create props or creates imaginary ones to support play; Plays alongside other children who are engaged in the same theme. Range 6 - Introduces a storyline or narrative into their play.</b></p> <p>Build models using construction equipment: <b>Range 5 – Use various construction materials.</b></p>
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