



## St Teresa's Foundation Medium Term Planning Autumn 2 2022



Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Personal, Social &amp; Emotional Development</b>  <p style="text-align: center;">RSE</p>	<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>Module 1 – Unit 1 – Religious Understanding.</p> <p>Module 1 – Unit 2 – Me, my body and my health.</p>						
RE	<p>Welcome Focus 1</p> <p>Experience role play of families, Church communities and church traditions including Baptism.</p> <p>Activity In small groups re-enact key parts of the Baptism service.</p>	<p>Welcome Focus 2</p> <p>Begin to talk about and recognise the religious symbols used in Baptism</p> <p>Activity Sequence the pictures of Baptism</p> <p>Statement to live by. Weekly liturgy</p>	<p>Welcome Respond</p> <p>Class liturgy and time to reflect on what they have learnt.</p> <p>Respond Activity – Why is welcome important? Draw a picture of themselves and scribe what the child says.</p>	<p>Birthday Explore Hail Mary Advent Wreath</p> <p>Statement to live by. Weekly liturgy</p>	<p>Birthday Reveal 1 Hail Mary Advent Wreath Colour in Advent wreaths IWB advent wreath</p> <p>Statement to live by. Weekly liturgy</p>	<p>Birthday Reveal 2 Sequence the Nativity story</p> <p>Statement to live by. Weekly liturgy</p>	<p>Birthday Respond</p> <p>Statement to live by. Weekly liturgy</p>

		Statement to live by. Weekly liturgy		Statement to live by. Weekly liturgy				
<b>Communication &amp; Language</b>		Understands humour	Responds to instructions involving a 2-part sequence	Links statements and sticks to a main theme or intention	Listens and responds to ideas expressed by others	Can listen and do for a short time	Introduces a storyline into play	Christmas traditions – Polish Christmas
<b>Physical Development</b>  See continuous provision planning for specific activities.	<b>M+H</b>	<b>Fine Motor Activities:</b> Threading, cutting, weaving, playdough, disco dough: Range 5 - Manipulates a range of tools and equipment in one hand. Manipulate objects with good fine motor skills: Range 5 - Manipulates a range of tools and equipment in one hand. Draw lines and circles using gross motor movements: Range 5 - Creates lines and circles pivoting from the shoulder and elbow Hold pencil/paint brush beyond whole hand grasps/ Pencil Grip. Range 4 - Holds mark-making tools with thumb and all fingers. Play dough, painting, creative: Range 6 Uses simple tools to effect changes to materials <b>Gross Motor Activities:</b> Cooperation games (e.g., parachute games). climbing (outdoor equipment): Range 5 - Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. Range 6 - Travels with confidence and skill around, under, over and through balancing and climbing equipment. Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk P.E lessons.						
	<b>H+SC</b>	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 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. Provide regular reminders about thorough hand washing 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. Healthy Eating – Snack time/ lunchtime: Range 6 - Eats a healthy range of foodstuffs and understands need for variety in food. Feeding themselves independently: Range 4 - Feeds self competently.						
<b>Literacy</b> See Literacy Planny	<b>Reading</b>	Individual readers once a week Range 5 Talks about events and principal characters in stories and suggests how the story might end	Individual readers once a week Range 5 Talks about events and principal characters in stories and suggests how the story might end Range 6 Uses	Individual readers once a week Range 5 Talks about events and principal characters in stories and suggests how the story might end	Individual readers once a week Range 5 Talks about events and principal characters in stories and suggests how the story might end	Individual readers once a week Range 5 Talks about events and principal characters in stories and suggests how the story might end	Individual readers once a week Range 5 Talks about events and principal characters in stories and suggests how the story might end	Individual readers once a week Range 5 Talks about events and principal characters in stories and suggests how the story might end Range 6 Uses vocabulary and

	<p>Range 6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail. Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p>	<p>vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail. Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p>	<p>Range 6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail. Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>World Nursery Rhyme week Focus nursery rhymes Incy Wincy Spider Sleeping Bunnies Wind The Bobbin Head, Shoulders, Knees and Toes Down In The Jungle</p> <p>Children to</p>	<p>Range 6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail. Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p>	<p>Range 6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail. Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p>	<p>Range 6 Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail. Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p>	<p>forms of speech that are increasingly influenced by their experiences of reading • Describes main story settings, events and principal characters in increasing detail. Is able to recall and discuss stories or information that has been read to them, or they have read themselves.</p> <p>Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p>
--	--	---	--	---	---	---	--

			recall their favourite nursery rhyme confidently				
Writing	<p>Bonfire Night poetry – On Bonfire night at 5 o'clock</p> <p>Shared writing during literacy input</p> <p>Writing – half term self assessment</p> <p>TL</p>	<p><b>NON-FICTION</b></p> <p>Read funnybones. Look closely at what a skeleton is using non-fiction texts. Label parts of the body</p> <p>TL</p> <p>Range 5 Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>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</p> <p>Uses their developing phonic knowledge to</p>	<p>Nursery rhyme week</p> <p>In the environment literacy, based on where each child is in their writing development.</p> <p>OLP</p> <p>Range 5 Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>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</p> <p>Uses their developing</p>	<p>T4W</p> <p>The Gruffalo (Imitate)</p> <p>TL</p> <p>Character description of the Gruffalo</p> <p>TL</p> <p>Range 5 Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>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</p> <p>Uses their developing</p>	<p>T4W</p> <p>The Gruffalo (Innovate)</p> <p>Work together to create our own woodland creature/ animal</p> <p>OLP</p> <p>Range 5 Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>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</p>	<p>Letter to Santa</p> <p>List writing – HA please Can I have LA Individual words</p> <p>TL</p> <p>Range 5 Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>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</p> <p>Uses their developing phonic</p>	<p>The Nativity</p> <p>Listen to and understand the Christmas story. Linked to our RE topic.</p> <p>Range 5 Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>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</p> <p>Uses their developing phonic knowledge to write things such as labels and captions</p>



		letters	letters				(Assessment week)	
Mathematics  See Maths Planning	Number	Representing numbers to 5  Range 5 – Counting  Range 5 – Composition  Range 6 - Cardinality  One more one less  Range 5 - Composition	Representing numbers to 5  Range 5 – Counting  Range 5 – Composition  Range 6 - Cardinality  One more one less Range 5 - Composition					
	SSM			Circle and triangles  Range 5 – Shape  Positional Language  Range 5 – Spatial Awareness	Shapes with 4 sides Range 5 – Shape  Time Range 5 - measures Day and Night	Shapes with 4 sides Range 6 – Shape  Time Range 6 – measures Day and Night Range 6 – measures	Shapes with 4 sides Range 6 – Shape  Time Range 6 – measures Day and Night Range 6 – measures	Consolidation  <i>Revisit and Recap identified areas of weakness.</i>
Understanding of the World		Bonfire night and the history behind it, looking at Guy Fawks  Understand the past through settings, Characters and	Link to non-fiction – Parts of the body.  Range 5 - Developing an understanding of growth, decay and changes over time.	Starter Link to sense – autumn what do we see and hear Autumn animals  Range 5 Comments and asks questions about aspects of	Autumn animals and habitats Range 5 Comments and asks questions about aspects of their familiar world such as the place where they live or the	How to help and look after animals in the Autumn – bird feeders, hedgehog boxes. Range 5 - Developing an understanding of growth, decay and changes over	Christmas traditions – English  Range 5 - Remembers and talks about significant events in their own experience;	Christmas traditions – Polish  Range 5 - Remembers and talks about significant events in their own experience; Recognises and describes special times or events for

	<p>events encountered in books read in class and storytelling.</p>	<p>Remembrance Day</p> <p>Understand the past through settings, Characters and events encountered in books read in class and storytelling</p>	<p>their familiar world such as the place where they live or the natural world Shows care and concern for living things and the environment.</p>	<p>natural world</p> <p>Range 5 - Developing an understanding of growth, decay and changes over time.</p>	<p>time.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Recognises and describes special times or events for family or friends.</p> <p>Range 6 - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Understand the past through settings, Characters and events encountered in books read in class and storytelling</p>	<p>family or friends.</p> <p>Range 6 - Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Understand the past through settings, Characters and events encountered in books read in class and storytelling</p>
<p><b>Expressive Arts &amp; Design</b></p> <p>See continuous provision planning for specific activities.</p>	<p>Observational drawing and Painting</p> <ul style="list-style-type: none"> <li>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>Continues to explore colour and how colours can be changed</li> </ul> <p>Junk modelling</p> <p>Range 5</p> <ul style="list-style-type: none"> <li>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> <li>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.</li> </ul> <p>Being Imaginative and Expressive -</p> <p>Join in with songs (Nursery Rhymes): Range 5 – Sing familiar songs. Range 6 - Begins to build a collection of songs and dances.</p> <p>Join in with role-play games and use resources available for props (Nursery Rhyme props, home corner role play etc.): 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. • Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Build models using construction equipment: Range 5 – Use various construction materials.</p>						

