
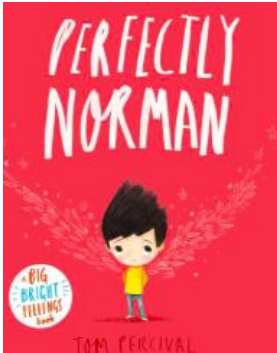

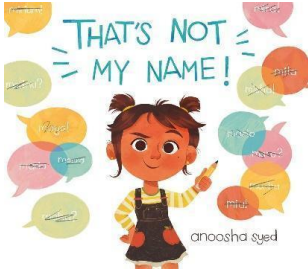


Medium Term Plan

Ash Class

Autumn 1 – Marvellous Me (Respecting Ourselves)

	Week 1 WB: 1/9/25	Week 2 WB: 8/9/25	Week 3 WB:15/9/25	Week 4 WB: 22/9/25	Week 5 WB: 29/9/25	Week 6 WB: 6/10/25	Week 7 WB: 13/10/25	Week 8 WB: 20/10/25
Story of the week	<p>To practice writing my name.</p> <p>To join in with fine motor activities and mark making.</p>	<p>The colour monster</p>  <p>To name colours and emotions.</p> <p>To assign a colour to an emotion.</p> <p>To orally rehearse building a sentence to describe the colour monster's feelings. E.g. He is ... He feels .. He is feeling ____ because ...</p>	<p>Super duper you</p>  <p>https://www.youtube.com/watch?v=rRcvQysq_Uw</p> <p>To write the letter 's' for super. To identify words with the same initial sound.</p> <p>To say, read and write the phoneme / grapheme 'a'.</p> <p>To say, read and write the phoneme / grapheme 't'.</p> <p>To say, read and write the phoneme / grapheme 'p'.</p> <p>To orally create sentences to describe myself. E.g. I am super. I am good at ...</p>	<p>Just be you!</p>  <p>https://www.youtube.com/watch?v=jo5pXWC_98k</p> <p>To name the animals in the story, writing the initial sound for some of these.</p> <p>To orally compose a sentence to share my favourite animal. E.g. I like ...</p> <p>To ask questions about the story. E.g. why did he choose a tiger? What makes them like a parrot? Can you climb like a monkey?</p> <p>To say, read and write the phonemes / graphemes 'i, n, m, d'.</p>	<p>Only one you</p>  <p>https://www.youtube.com/watch?v=FVFOGREdsNg</p> <p>To represent myself as a fish, thinking carefully about my choice of pattern. To describe why I have chosen to draw myself in this way.</p> <p>To say, read and write the phonemes / graphemes 'g, o, c, k'.</p>	<p>Perfectly Norman</p>  <p>https://www.youtube.com/watch?v=LjohUwNT3RU</p> <p>To write the initial sound in words from the story.</p> <p>To orally compose a sentence to describe the character, naming clothing and body parts. E.g. He has a yellow coat.</p> <p>To use images to sequence parts of the story. To identify how the character is feeling at different points in the story. E.g. He is ...</p> <p>To say, read and write</p>	<p>Marvelous me: Inside and out</p>  <p>https://www.youtube.com/watch?v=GEG1hJ9s-I</p> <p>To orally create sentences to describe what makes me special. E.g. I am special because ... I am unique because ...</p> <p>To write the initial sound in words from the story.</p> <p>To create a self portrait, using initial sounds to name features on my face.</p> <p>To say, read and write the phonemes / graphemes 'h, b, f, l'.</p>	<p>That's not my name!</p>  <p>https://www.youtube.com/watch?v=Diu3x7vtW4I</p> <p>To write my name - assessment.</p> <p>To write the initial sound in familiar words - assessment.</p>

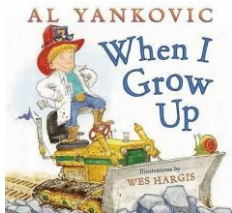
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						the phonemes / graphemes 'ck, e, u, r'.		
Phonics			s, a, t, p Tricky words: N/A	i, n, m, d Tricky words: N/A	g, o, c, k Tricky words: is	ck, e, u, r Tricky words: l	h, b, f, l Tricky words: the	Assessment Week
Maths			Match, Sort and Compare Match objects Match pictures and objects Identify a set	Match, Sort and Compare Sort objects into a type Explore sorting techniques Create sorting rules Compare amounts	Talk about and Measure Patterns Compare size Compare mass Compare capacity Explore simple patterns	Talk about and Measure Patterns Copy and continue simple patterns Create simple patterns It's me 1, 2, 3 Find 1, 2 and 3 Subitise 1, 2 and 3	It's me 1, 2, 3 Represent 1, 2 and 3. One more One less Composition of 1, 2 and 3	Revisit and review.
Physical Development Gymnastics unit 1			To move safely	To take off and land on two feet	To balance and move balls and beanbags	To travel on mats and benches	To copy and repeat actions	To perform simple shapes and balances

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Religious Education EP resource - Why is God so important to Christians? BAS / UC - Why is the word 'God' special to Christians?	Vision and values days - discuss values that are important to us and think about what could be growing in our own spiritual gardens.		To engage with the idea of names and why names are important to people.	To engage with the idea of names and why names are important to people.	To enquire who is special to us and introduce the word 'God'.	To enquire who is special to us and introduce the word 'God'.	To explore why God the creator is important to Christians in the bible.	To evaluate children's learning during teacher-led sessions and in relevant aspects of enhanced provision
Communication and language	To say good morning and answer the register. To become increasingly more confident in speaking and joining in with games in the safety of the new setting. To talk about our own 'spiritual gardens' and what we might see growing there.	To name and identify basic emotions. To discuss what you may feel or look like when experiencing these. To identify colours and match these to basic emotions. To join in with discussions about our story of the week, using vocabulary learned to do so.	To name and identify different areas of our school grounds. To join in with discussions about our story of the week, using vocabulary learned to do so.	To join in with songs to name body parts. To discuss and name basic body parts and their uses. To name which items of clothing would be worn on different body parts. To join in with discussions about our story of the week, using vocabulary learned to do so.	To begin to discuss and identify basic weather types, linking this to harvest and weathers we see now. To join in with discussions about our story of the week, using vocabulary learned to do so.	To describe a journey I have been on using locational vocabulary or place names. To join in with discussions about our story of the week, using vocabulary learned to do so.	To discuss members of my family, naming them and describing what they are like and what they look like. To join in with discussions about our story of the week, using vocabulary learned to do so.	To spot differences between myself now and myself in the past, using images to explain what has changed and how I am different now. → past and present pictures To join in with discussions about our story of the week, using vocabulary learned to do so.
Personal, Social and Emotional Development	To become more outgoing in the safe context of the setting.	To discuss feelings and match these to zones of regulation - using the colour monster to support ideas.	To explore new resources in the environment through continuous provision. To develop a set of class rules linked to the 'Golden Rules'	Opportunities for whole class games. - SATPIN rhyme - Head, shoulders, knees and toes - Roll the ball	Opportunities for whole class games. - STAPIN rhyme - 1 2 3 4 5 once i caught a fish alive - Whisper game	Opportunities for whole class games. - twinkle twinkle - Honey pot game	Opportunities for whole class games. - Wind the bobbin up - Pass the parcel	Opportunities for whole class games. - Simon says - Fruit salad game

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Understanding the World		To explore emotions and represent these using different media -role play - faces and actions (people, culture, community)	To explore an aerial map of the school grounds, going on a nature walk and identifying and discussing what is found in different locations. (places and nature)	To understand my own body by naming basic body parts. To play guess who to sort characters based on their features. To name and identify different animals in our story of the week. (people)	To explore harvest festival and create my own artwork to represent this. To visit the church for the harvest festival service. https://www.youtube.com/watch?v=XJoDL844-0 (places, culture and community)	To draw and discuss a map of a journey I have been on. (school, church, or other place on interest) (places)	To create a map of my family tree, discussing who is older or younger than me, using this to help position others on my tree. (people, past and present)	To create a three stage timeline of myself. Past, present and future. (past and present) 
Expressive Art and Design Drawing: marvellous marks	To create a simple self portrait. To draw my own spiritual garden to add to the class' design.	To represent different emotions using paint, selecting colours to match.	To investigate the marks and patterns made by different textures.	To explore making marks with felt tips.	To explore making marks with chalk. To design a fish to represent me, thinking carefully about my choice of pattern and colour.	To explore mark making using pencils.	To use a variety of colours and materials to create a self-portrait.	To create an autumnal wreath. https://www.kapowprimary.com/subjects/art-design/art-and-design-reception/reception-units/seasonal-crafts/autumn-craft-nature-wreaths/
Key Dates and Enrichment	Children in part-time Vision and values days	Children in part-time In full time (9/9/24)			Harvest Festival at the Church 2/10/2025		Little Wandle Assessment Week	Little Wandle Assessment Week