



Barton St David Pre-School

Medium term planning

(learning intentions for each element)

Year 2021	Term AUTUMN			
Areas of Learning and Development	Themes linked to areas of learning and development			
	September	October	November	December
Personal, social, emotional development PSED	<u>Managing transitions from parent to key worker.</u> changing clothing as weather gets colder, why we need to wear coats / gloves, grow in independence- can we put on our coat /gloves, understanding challenging skill - but some children find it easier than others, understanding why we listen to what adults say – safety when doing village walk, learning that sometimes there are things we do not like (spiders etc) but others may like them	<u>Managing transitions from parent to key worker.</u> what makes us unique? It's o.k. to be different (2 versions), All join in, The lion inside, All are welcome here. <u>Keeping safe -walk to collect natural magic wand materials.</u> <u>learning to manage own risk. Understanding the need to wear correct clothing /wellies.</u> <u>understanding that other children may have different feelings</u>	<u>Managing transitions from parent to key worker.</u> Fireworks- learning to follow rules, understanding listening to the adult, beginning to learn how to keep ourselves safe, understanding emotions -are fireworks fun/ not fun-knowing its o.k. to feel differently about things. Remembrance day. When I was young. Watching village residents walking to the war memorial – understanding that they are “remembering” / thinking about people who lived in the village a while ago. People who help us- work in gender neutral way so police rather than policeman. Beginning to develop the confidence to try activities which at first seem a little challenging. Question to ponder – do you think he/she thought “when I grow up I am going to be a doctor?” How did they make that happen?	<u>Managing transitions from parent to key worker.</u> Shopping- shop in the home corner – learning to share, work together. Feelings about going shopping – vocabulary around these feelings. <u>Christmas -story of Christmas. Concept of caring /sharing. Vocabulary such as exciting, looking forward to...</u>

<p>Physical development PD</p>	<p><u>Learn to use the toilet with help then independently.</u></p> <p>Use of finger /thumb grip to pick blackberries, use fingers to squeeze dough, finger grip for buttons /zips. Activities which encourage the use of both hands -hold bowl with one hand put blackberry in with other hand.</p> <p><u>Large toys -as weather permits- bikes, trikes, scooters.</u></p>	<p><u>Learn to use the toilet with help then independently.</u></p> <p>Baby photos from home – how we grow and change, what can we do now (physical activities) The world is full of babies. Moving in different ways- quickly /slowly /curl up small like a spider. Using fingers to wrap natural magic wand stick. Use arms in large movements to show making the spell, scattering the spell. <u>Large toys- as weather permits</u></p>	<p><u>Learn to use the toilet with help then independently.</u></p> <p>Using our body to make firework shapes -like stars, stretching tall like a rocket -then slowly folding back down. Using scissors for cutting- correct way to use them, safety, always cut away from your body, never have scissors near your face.</p> <p><u>Large toys -as weather permits</u></p>	<p><u>Learn to use the toilet with help then independently.</u></p> <p>Moving around in a limited space, picking up small objects- wooden fruit, collecting shopping basket, putting objects in, taking them out.</p> <p><u>Large toys -as weather permits</u></p>
<p>Communication and language CL</p> <p>Circle time is an everyday activity.</p> <p>Golden rules are part of everyday teaching.</p>	<p>Autumn vocabulary, weather vocabulary, clothing vocabulary - hats, gloves, wellies, vocabulary of texture-crunchy, dry /noisy, vocabulary of objects seen under magnifying glass- how different are they.</p> <p>What would the children like to know? Encourage them to question. Use “I wonder what...” as part of daily routine – I wonder what will happen if I squash this blackberry/ I wonder what we will find on our walk? <u>Adult modelling</u></p> <p><u>Listen to simple stories and understand what is happening</u></p>	<p>Self -signing in, language of colour-eyes/ hair, language of comparison -height /hair.</p> <p>Halloween – vocabulary of Halloween. Vocabulary of spells- rhyming / repetition, make magic spell – take home in container. Vocabulary linked to fruit/ likes, dislikes/ do you grow fruit at home/what fruit do you eat at home, what is fruit? Descriptive words for spiders – furry /fast, vocabulary of texture.</p> <p><u>“I wonder what” – adult modelling.</u></p> <p><u>Listen to simple stories and understand what is happening</u></p>	<p>Talking about experiences around bonfire night /fireworks- vocabulary around fireworks- colour-patterns- sounds- emotions Vocabulary linked to rockets.</p> <p>Can we remember something we did when we were smaller? Can we remember something we did with another person (family member/ friend.) such remembering going to the beach on a really hot day. Asking family member one thing they can remember when they were young.</p> <p>People who help us- talking about people who help us. Use talk to organise themselves and their pretend play- “Let’s play farmers...” Link to people who help us. <u>“Wonder what” -adult modelling</u> <u>Listen to simple stories and understand what is happening</u></p>	<p>Vocabulary around shops, shopping, colours, sounds, objects. Develop pretend play Be able to express a point of view –“my mummy likes shopping but I don’t because...”</p> <p>Vocabulary around Christmas, Christmas songs, Nativity play, What is a celebration -what else do we celebrate? Why do we have Christmas trees, how do we decorate them?</p> <p><u>Listen to simple stories and understand what is happening</u></p>

<p>Understanding the world</p> <p style="text-align: right;">UW</p>	<p>Autumn- cycle of seasons, change in weather, change in temperature, conker rolling, collecting natural objects on village walks,</p> <p>Understanding “natural”, changes that happen when blackberries squashed / when playdough is made -can we change them back?</p>	<p>what makes a cat a cat and not a dog – how are animals different from us and each other?</p> <p>Wonder of spiders webs – how beautiful they are with rain drops on them, patterns made when webs hang down. What does fruit need to make it grow-what do we need. Looking up into the trees- how different everything looks.</p>	<p>Looking at books showing photographs of real rockets- what are they used for, where do they travel? Are they big or small?</p> <p>Look at poppies. Walk to war memorial (after adults have left) briefly look at wreath with focus on poppies.</p> <p>People who help us: - exploring different occupations and ways of life. Role play, small world. How can we help each other?</p>	<p>What shops do we visit, are all shops the same/ how are they different / what do grown- ups buy in shops?</p> <p>What do we do with all the empty boxes/ tins – begin to understand the concept of trying look after our world by recycling /composting. What do your family put in the big blue bag/ black bin?</p> <p>Visit to the church- a special place for some people. How is it different to pre-school, where we live. How different are the windows, does anyone live there? How do you know?</p>
<p>Expressive art and design</p> <p style="text-align: right;">AD</p>	<p>Colours of autumn - naming, mixing colours in paint, leaf printing, leaf picture frames</p>	<p>Self portraits using mixed media, mark making -features, painting pictures of our families</p> <p>Apple print pumpkins, spider hat bands, natural magic wands-using leaves, sticks, wrapping.</p>	<p>Junk modelling – rockets, how to join parts together. Understanding how to make the rocket stand up</p> <p>Firework pictures using regular shapes, language of colour and light.</p> <p>Make poppies using our hands- why are we only using red?</p>	<p>Labels- colours, shape, size of</p> <p>Christmas activities- cards, gifts. Colour shape, pattern, picture.</p>
<p>Literacy</p> <p style="text-align: right;">L</p>	<p>My first nature activity book, Owl babies. Understanding the correct way up to hold a book, to turn the page/ read left to right, top to bottom.</p> <p>Signs in the environment – are there any signs on the way to the woodland walk – what do they say?</p> <p>Mark making -using sticks (safety) to make marks in the soil in the wood, chunky chalks to draw round hands, large owl</p>	<p>Spinderella, Room on the broom, magic spells- mark making to record the spell</p> <p>Mark making skill – making spiders web shapes using shaving foam- skirt foam onto table in blob shape -can you use both index fingers at the same time to make the web, squidge it all up can you use your knuckles to make a web. Is it as good?</p>	<p>Peepo- set around the 40s /50s so will show that clothes, inside houses, things used, were different. Join in with the rhyme of the story “Here’s a little baby...”</p> <p>Fiction / non- fiction books about people who help us.</p> <p>Mark making- the stars coming out of a firework -glitter glue.</p>	<p>Understanding that print has meaning- labels on products. Mark making our own labels /shopping list.</p> <p>Print for different purposes- which cereals would you choose-why?</p> <p>Christmas stories – Stick man, Snow bear, The first snow, Jack Frost, Panta claus.</p>

		shapes on sugar paper -use side of chunky chalks to show "feathers", large blackberry shape – make circles to show bumpy texture of the fruit.			Mark making -cards. – what have you "written in your " – assign meaning to mark making
Mathematics	M	Vocabulary of shape and size of leaves, comparison - biggest/smallest leaf, making blackberry playdough – weighing/counting/ sharing between. Circle picture frame. Counting- how many buttons /coats /steps to the door-reciting the numbers. Link numerals to amount -point to each button /blackberry in turn.	Counting to 2-ears / hands /feet Do we have 2 fingers NO! - so we need to count some more – up to 5. Can we all do the same number of hops / jumps /skips Make patterns of 2 -using colour or direction to show the pattern. Counting number of legs on headband. Recite numbers past 5, say numbers in order. Mark make numbers.	Naming/ identifying regular shapes, counting how many, how many boxes have you used to make your rocket/ does someone else have a bigger/ smaller rocket? How many corners, sides, which is flat, round?	Counting, using play money and the till. Concept of counting out money. Begin to recognise numbers. Understanding more/less – size of boxes. Use language of position – put the basket on the shelf / fruit in the basket / apples next to the bananas. Who has more/ who has fewer?

Different colours = different topics.

OFSTED: provide children with enough time to think about problems and work out solutions

Red= books.

help children further to make predictions and test their ideas