

Autumn 1 Medium Term Plan – All about me for the first term		Concentrate on developing prime areas; communication and language / physical development / personal social and emotional development				
Theme	Week 0 12/9/22	Week 1 19/9/22	Week 2 26/9/22	Week 3 3/10/22	Week 4 10/10/22	Week 5 17/10/22
	Exploration/Transition Can you make a new friend?	How would you describe yourself and your family?	Can you name and describe different feelings?	Where do we belong?	What is our school environment like? (Autumn – seasonal changes)	How do you make different colours?
Subject links	PSED	Science	PSHE	RE/PSHE RE unit F.1 Where do I live and what is special to me?	Geog/ Science	EAD (Art) RE
Key Texts	New baby texts (2 chn have babies due in the first week.) New school text. - Billy and the big New School. Harry and the bucketful of dinosaurs go to school.	Elmer Rhyme of the week – head shoulders knees and toes	Colour monster <i>Colour monster goes to school</i> <i>The huge bag of worries</i> <i>Worrysaurus</i>	Friendship book <i>Helicopter stories</i> <i>Harry's home</i>	A stroll through seasons	Mix it up https://www.youtube.com/watch?v=WLxFNtNZa4E White rabbits colour book https://www.youtube.com/watch?v=wgr8Yh5NJ8k Mouse paint https://www.youtube.com/watch?v=AjohJiyvA0Q
Knowledge/UTW (what do we want the children to know, learn and remember?)	Explore the continuous provision areas to know where to find resources. When an adult shakes the tambourine, we all stop and listen. Everyone needs to join in with Tidy up time; putting the same resources together.	To know what is meant by a family. To know that not all families are the same. To talk about their family members and describe themselves using key vocabulary.	To know that we all have different feelings at different times. To know that it's ok to experience different feelings. Name and describe 4 feelings. Angry Fear Calm worried	To understand that we belong to different groups, family, school, community groups. We belong to Bramhope school. Within the school we belong to our Reception classes. We belong to a house group.	To understand that our classroom is part of a wider school. To know that the seasons change during the year. To identify Autumnal features To know autumn colours.	To know the primary colours are blue, yellow and red. You can mix 2 colours together to make a secondary colour. Diwali is a Hindu and Sikh festival.
Key vocabulary	Stop, look, listen The same- matching	Describe – give details Colour of hair, eye, skin Sibling – brother or sister Toddler- A young child who is just beginning to walk. Teenager – A person between 13 and 20. Adult – a person aged over 18 years old Different – not the same as another or each other. Similar – Having some things that are the same.	Confused- difficult to understand Angry – having a strong feeling to someone who has behaved badly. Fear – to be afraid of something Calm - relaxed Worried – troubled about a possible or actual problem.	Belong – being part of something e.g. group Community- a group with shared interests House groups – a group working together	Environment- our surroundings Autumn – season before winter and after summer. Observe – to look closely Seasons - different times of the year, relating to the sun. Day – from when the sun comes up to going down.	Primary colours - blue, yellow and red. Secondary colours – a colour made from two primary colours Colour words Pipette Diwali Festival Rangoli pattern

Belong Diversity text Community School environment		Talk about Routines- Go through rules in school. Rules to concentrate on one each week.	No talking on the carpet, hand up to speak (stop hand sign, my turn your turn, magnetic eyes) Behavior management signals used from RWI Diversity texts: So much Love makes a family	Behaviour focus: Lining up and walking silently down the corridor for lunch. Diversity texts: Pablo's feelings How are you feeling today?	Behaviour focus: No running and shouting in the classroom Walking around the classroom and using an indoor voice. Diversity books: Two homes Outdoor learning experience: Introduce routine of a Friday outdoor learning experience. Practice putting wellies on. Walk around the school to observe what's around them and get to know the school site.	Behaviour focus: Tidy up leader to check areas. Diversity books: Golden domes and Silver lanterns Outdoor learning experience: Introduce the wildlife garden. Talk about the rules. Discuss what do you notice around you? Look at signs of autumn.	Behaviour focus: Be quiet in the toilets and line up outside if busy. Diversity text: Mixed a colourful story https://www.youtube.com/watch?v=SlbGioTNs4M Family festivals -Divali Outdoor learning experience: Make a leaf kabab. Find a twig and find different coloured leaves. Put them on a twig in a pattern e.g. brown, orange. Observe the colours of autumn.
	Adult-supported activity 1 (inside provision)	Art area – supporting chn making a choice and using equipment appropriately. (use of scissors) (resource WR maths cut out and match the button (just like me session 1)	Role play area – supporting family vocabulary e.g. auntie, teenager etc.	Class library – reading and discussion about feelings books. (feeling cards-colour monster cards)	Take private helicopter stories.	Class library – reading and discussing a book about Autumn.	Art area –modelling, supporting colour mixing and washing and tidying up. (Enhancements colour mixing charts)
	Adult-supported activity 2 (inside provision)	Reading corner-reading stories	Art area – self-portraits to go on wall. Mirrors, pencils and colours.	Baseline assessments	Art area – draw picture of your own house and discuss belonging to a family. Enhancement: vocabulary labels	Art area – autumn picture using autumnal colours and leaf printing. (enhance area with autumnal pictures for ideas) Use poster paints already prepared. Model using PVA glue.	Small world area – chn to build their own setting using materials etc. Discuss colours e.g. what colour can we use for a mountain/ocean?
	Adult-supported activity 3 (Outside provision)	Construction outside – support what to make and how to move things safely	Reading den – family diversity books and discussion	Construction outside – working with chn to share ideas and invite others into games.	Outside – moving between groups to encourage teamwork and making sure everyone 'belongs' to a game if they want to.	Table set up to make autumn pictures. Frames to make the picture. Take a photo. Tuff tray of leaves, conkers, crab apples, pine cones	Rangoli patterns in tuff trays? With chalks/coloured pasta. Photographs to enhance.
	Adult-supported activity 4	Sandpit and kitchen – how to play and tidy	Supporting role play in kitchen and construction and modelling vocabulary.	Bikes on playground – small groups. Assess gross motor skills. Chdn write name on blackboard if want a go.	Take small groups around school to explore the school grounds and how we should look after it.	Phonics assessment	Bikes on playground – small groups. Assess gross motor skills. Chn write name on blackboard if they want a go.

	(Outside provision)				Take photos of things of interest for display. Write down chn’s comments.		
Discovery table			Vocabulary Feelings monsters on bricks.	Vocabulary: Pictures of families Pictures of the school	Autumn items Autumn vocab	Vocab - colours Rangoli patterns	
Enhancements/ provocations (Independent and child-initiated)		Loose parts: self portraits Wood slices, corks and buttons for self portraits	Loose parts: Wood slices, stones conkers leaves for making faces showing different emotions. Pictures for ideas. Play skittles in the outdoor environment so the children can count how many skittles they have knocked down.		Autumn tuff tray	Pipettes and coloured water in the water area	
Be Bramhope Leadership Mystery visitor		Can you show a friend how to pick something up and put it in the right place? Tidying games	Mystery visitor: Caroline Judd Tidying games	Mystery visitor: Tuesday end of day session Rachel Colbourn – discuss belonging to school and houses /teams Introduce tidy up team leaders	Mystery visitor: Bramhope in bloom Lynne Hughes-Guy lynnehughes_guy@hotmail.com Tidy up team leaders	Mystery visitor: Mrs Chauhan to talk about Diwali. Tidy up team leaders	
Maths	What can you see and how can you see it? Using a variety of resources encourage chn to look carefully at what they see and verbalise what they notice.	NCETM wk 1 subitising	NCETM wk 2 counting, Cardinality and ordinality Tidying up and sorting	NCETM wk3 Composition And noticing skills using natural objects.	NCETM wk 4 subitising WRM matching and sorting (all about me wk1)	NCETM wk 5 comparision WRM comparing size, height, length, amounts (all about me wk2)	
Phonics RWI daily groups			Start teaching m a s d t Small group writing sessions.	i n p g o	c,k,u,b,f	e,l,h, r,j	