

Medium Term Planning Autumn Term 2016

The children have shown us that they are interested in:



Exploring their environment



Cooking



Construction



Building site role play

Using this knowledge and the next steps for each child, we will be working towards:

Area of learning	Learning intentions	In this way
Personal, Social and Emotional Development	To be able to play together co-operatively.	Working together on 'projects' such as building, construction, and model - making. Playing games together (older children at group time).
	To be able to follow simple rules and boundaries.	Establishing clear rules and boundaries with the children. Supporting all to join in with

<p>Communication and Language</p>	<p>To take it in turns to speak and listen.</p> <p>To understand simple instructions.</p>	<p>routines such as snack and meal times and at 'tidy up' time. Demonstrating and praising desired behaviour - such as using 'gentle hands' with our friends.</p> <p>Listening activities - sound games, sharing stories with repeated refrains.</p> <p>Sharing news at group time and snack and meal times. Supporting children to share their ideas in role play.</p> <p>Cooking and gardening activities. Adult -led games.</p>
<p>Physical Development</p>	<p>To develop co-ordination and control.</p> <p>To be able to dress independently.</p>	<p>Throwing and catching games, kicking balls, using the parachute. Using tools such as scissors safely and effectively.</p> <p>Getting ready to go into the garden - putting on boots, shoes and coats. Changing into slippers independently.</p>

<p>Literacy</p>	<p>To join in with familiar stories and rhymes.</p>	<p>Sharing favourite stories and joining in with repeated refrains.</p>
<p>Mathematics</p>	<p>To incorporate mark - making into our play.</p>	<p>Learning new rhymes for the Rhyme Challenge.</p> <p>Using clipboards and whiteboards in role play.</p>
<p>Understanding the World</p>	<p>Using number names in play. Recognising written numerals.</p> <p>To use the language of size and explore quantities.</p>	<p>Adults to model counting in play. Singing number songs and rhymes. Looking at numbers in the environment. Using calculators and phones.</p> <p>Weighing and measuring during cooking. Exploring 'full' and 'empty'/'heavy' and 'light 'in the water tray and sandpit.</p>
<p>Expressive Arts and Design</p>	<p>To talk about the natural environment.</p> <p>To use a range of technology.</p> <p>To explore a range of tools and techniques.</p> <p>To develop imagination in play and exploration.</p>	<p>Looking for signs of autumn. Making collections of natural objects. Going for nature walks and bug hunts.</p> <p>Using cameras, calculators and tablets. Programming the Beebot.</p> <p>Providing a variety of construction materials, messy play and mark - making equipment.</p> <p>Adults to support children in their play and provide resources to reflect the children's interests.</p>

