

Blackboys CofE School - Medium Term Planning - Class 1 - Term 2 - Local Heroes

Key Texts: Bonfire Night Poetry & songs / Non - Fiction texts about people in the community (various) / Curious George and the Fire Fighters / Five Little Fire Fighters / Clifford the Firehouse Dog / My Mom is a fire fighter / Three little fire fighters / Cops and Robbers (Allan Alberg) / What the ladybird heard (Julia Donaldson) / The Detective Dog (Julia Donaldson)

Context for this planning: Local Heroes - Fire Fighters (& Bonfire Night) / Police / Nurses / Doctors / Vets / Nurses

Prime Areas

Personal, Social and Emotional Development

Intended Learning & Differentiation:

MR 30-50mths

Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

MR 40-60mths

Initiates conversations, attends to and takes account of what others say.

SC&SA 30-50mths

- Enjoys responsibility of carrying out small tasks
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

SC&SA 40-60mths

Confident to speak to others about own needs, wants, interests and opinions.

MF&B 30-50mths

Can usually adapt behaviour to different events, social situations and changes in routine.

MF&B 40-60mths

Beginning to be able to negotiate and solve problems without Aggression

Environment/provision:

Construction / themed role plays (inside and outside) / creative area (collage / split pin people) / deconstructed role play / circle time / RSBP visitor

Adult Role:

Support children to create outside role play. Model using inside and outside roleplays. Support exploring collage techniques.

Communication and Language Development

Intended Learning & Differentiation:

L&A 30-50mths

Listens to others one to one or in small groups, when conversation interests them.

Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Is able to follow directions (if not intently focused on own choice of activity).

L&A 40-60mths

Maintains attention, concentrates and sits quietly during appropriate activity.

Two-channelled attention – can listen and do for short span.

U 30-50mths Beginning to understand ‘why’ and ‘how’ questions

U 40-60mths Listens and responds to ideas expressed by others in conversation or discussion.

S 30-50mths Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

S 40-60mths Uses language to imagine and recreate roles and experiences in play situations.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

Environment/provision:

Bonfire poetry and songs / Designing and building role play area / Watching & listening children share ‘blank board’ learning.

Adult Role:

Help children to talk about and plan how they will begin, what parts each will play and what materials they will need. Ask appropriate how and why questions whilst creating role play area

Physical Development

Intended Learning & Differentiation:

M&H 30-50mths Uses one-handed tools and equipment

Holds pencil between thumb and two fingers.

M&H 40-60mths

Uses simple tools to effect changes to materials.

H&SC 40-60mths

- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

Environment/provision: Creative area & deconstructed role play - self select/return tools / PE sessions / moving and use of larger ambiguous resources outside (e.g. planks / crates)/ school trip / pencil control activities / inside & outside mark making resources

Adult Role:

Discuss boundaries for keeping safe whilst on a trip / model how to use tools / support children with pencil grip

Specific Areas

<u>Literacy</u> Intended Learning & Diff:	<u>Mathematics</u> Intended Learning:	<u>Understanding the World</u> Intended Learning:	<u>Expressive Arts and Design</u> Intended Learning:
<p>R 30-50mths Listens to and joins in with stories and poems, one-to-one and also in small groups. Shows awareness of rhyme and alliteration R 40-60mths Continues a rhyming string. Hears and says the initial sound in words</p> <p>W 30-50mths- To be able to sometimes give meanings to marks as they draw or paint. Ascribes meanings to marks that they see in different places W 40-60mths - Give meanings to marks as they draw, write and paint. Hear and say initial sound in words. Writes own name and other things such as labels,captions.</p> <p>Environment/provision: Story times / book baskets / phonics sessions / outside writing trolley/ mobile writing pots/ outside story tent / labels for models / access to mark making resources throughout provision e.g. deconstructed role play/ themed role play/ outside area / creative area.</p> <p>Adult Role: praise every mark made, encourage & facilitate mark making opportunities (e.g. labels for models, lists or signs in role play etc.) learning walks to find print in the environment.</p>	<p>N 30-50mths Shows an interest in representing numbers Sometimes matches numeral and quantity correctly Recites numbers in order to 10.</p> <p>N 40-60mths Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects Counts an irregular arrangement of up to ten objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects</p> <p>SSM 40-60mths Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.</p> <p>Environment/provision: Maths challenges / numbered pegs in role play / maths directed sessions / maths games / numberlines outside / clock in police station/ hopscotch / maths displays / maths books inside and out</p> <p>Adult Role: Looking for opportunities to count in 'play' / model reading peg numbers/model using numberlines / use appropriate language of more, less, shapes (when describing or giving instructions etc)</p>	<p>P&C - 30-50mths Shows interest in different occupations and ways of life. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p> <p>P&C - ELG Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>TW-30-50mths Can talk about some of the things they have observed such as plants, animals, natural and found objects Shows care and concern for living things and the environment.</p> <p>T: 40-60mths Completes a simple program on a computer.</p> <p>Environment/provision: Themed role plays / visitors/ trips/ books /direct teaching / circle times / RE/ blank board display/ access to ipad & talking tins for recording ideas & events</p> <p>Adult Role: Sharing about different faiths and cultures (diwali / bonfire night etc) / model asking questions to visitors / trips</p>	<p>EMM - 30-50mths Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things.</p> <p>EMM - 40-60mths Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>BI 30-50mths Uses available resources to create props to support role-play</p> <p>BI 40-60mths Create simple representations of events, people and objects. Chooses particular colours to use for a purpose.</p> <p>Environment/provision: Creation area - collage materials Outside role play / Deconstructed role play / Malleable materials area / designing Christmas cards / easy access to resources /ambiguous resources</p> <p>Adult Role: Modelling collage techniques / encouraging children to discuss observations & effects / designing Christmas cards / introduce new & appropriate language /</p>

