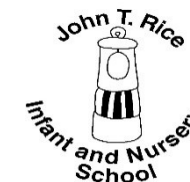




## F2 Medium Term Plan –Autumn 1 2024



### Cycle B

### Food Glorious Food

#### School Drivers

- Communication Skills
- Healthy Health and Resilience
- The Wider World

Area of learning	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
CAL	<b>Throughout the half term-</b> Children will- Learn & use new vocabulary in different contexts- through word of the week, listening to and engaging with high quality texts and through adult interactions. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. Take part in paired, small group and whole class discussions. Have their CAL skills supported in the provision through high quality adult interactions. Take part in the NELI if further support is required in this area.					
	Hello circle time- introducing themselves to the group. Modelling talk routines though out the day- e.g. ‘good morning/afternoon. Sharing ‘All about me’ sheets	Talking about ourselves and how we can keep our bodies fit and healthy.		Using our senses to talk about different foods and our likes and dislikes.		
PSED/RHE- <b>Being me in my world</b> (See separate Jigsaw planning)	<b>Throughout the half term children will-</b> Learn how to use their new learning environment. Build new relationships with the adults and children in the class. Learn to understand and follow the school rules. Become more independent when putting on and fastening their coats. Learn to play in a group, extending and elaborating play ideas. Become aware of their own feelings, and know that some actions and words can hurt others' feelings.					
	<ul style="list-style-type: none"><li>Settling in &amp; transition</li><li>Rules &amp; routines</li></ul>	<b>Text- The Colour Monster</b> Starts to recognise and manage own feelings. Introduce Feelings Board  <b>WBW-</b> Outdoor	<b>Text- The Colour monster goes to school</b> Starts to recognise and manage own feelings. Recap feelings board- discuss calming strategies.	<b>Text- The Grizzly Bear that lost his Grrrr</b> Enjoys working with others to make school a good place to be.	<b>Text- The Smartest Giant in Town.</b> Understands why it is good to be kind and use gentle hands.	<b>Text- Dogger</b> Learning what being responsible means.  <b>WBW-</b> Sensory

	<ul style="list-style-type: none"> <li>Introduce Well Being Wednesday (<b>WBW</b>)- Breathing</li> </ul>		<b>WBW</b> - Yoga	<b>WBW</b> - Music	<b>WBW</b> - Colouring/mark making	
PD  (weekly PE see separate planning)	<b>Throughout the half term children will-</b> Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently (pencils for drawing and writing, paintbrushes, scissors, cutlery)- supported by funky fingers activities & dough disco. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor- supported by use of outdoor equipment/wake & shake/yoga Develop overall body-strength, balance, co-ordination, and agility- supported by use of outdoor equipment/wake & shake/yoga. Take part in daily name writing to practise their pencil control and letter formation.					
	Knows and talks about the different factors that support their overall health and well-being- <b>My body</b>	Knows and talks about the different factors that support their overall health and well-being- <b>My Body</b>	Knows and talks about the different factors that support their overall health and well-being- <b>Healthy eating</b>	Knows and talks about the different factors that support their overall health and well-being- <b>Healthy eating</b>	Knows and talks about the different factors that support their overall health and well-being- <b>Exercise</b>	Knows and talks about the different factors that support their overall health and well-being- <b>Tooth Brushing</b>
UTW	<b>Throughout the half term children will-</b> Look at the calendar each day, observing the weather and discussing the features of the season. Have the opportunity to free flow throughout each day providing them the opportunity to learn and play in the outdoor environment. Be supported by high quality adult interactions to encourage them to look at and observe closely their environment using all of their senses. Celebrate birthdays throughout the year and discuss how different families celebrate in different ways. Have visits from PSCOs/Nurse/Lay preacher/Dentist Visit the allotment					
	Talks about significant events in their own life. <b>Discussions about the holidays.</b>	Talks about significant events in their own life. <b>Discussions about the holidays.</b>	Comments on images of familiar situations in the past- <b>Add children and staff to timeline.</b>	I can talk about different occupations in society. <b>Visits from people in the community.</b>	Recognises people have different beliefs and celebrate special times in different ways- <b>Harvest</b>	Talks about significant events in their own life. <b>Reflect on our first half term in Parrot class</b>
	Talks about members of their immediate family. Names and describes people familiar to them- <b>Talk about our family- send a photo from home to discuss and use to make family artwork.</b>	Talks about members of their immediate family. Names and describes people familiar to them- <b>Display family artwork in the Home Corner. Use as a prompt to talk about families during play.</b>	Talks about where they live. Explores simple maps <b>Walk around school in and out- take photos to look at.</b>	Talks about where they live. Explores simple maps <b>Allotment visit</b>	Talks about where they live. Explores simple maps <b>Look at &amp; discuss photographs from our allotment visit. Recap our route on Google maps.</b>	Talks about members of their immediate family. Names and describes people familiar to them- <b>Floor Books- My Family</b>
	Naming parts of our body- sing song- Link to PD	Linking senses to body parts- senses walk.	Sorting healthy and non-healthy foods- Link to PD/LIT	Using our senses to investigate different foods <b>Making Fruit Kebabs (discussing where the foods come from)</b>	Using our senses to investigate different foods <b>Senses Investigation.</b>	Recap what we have learnt about our bodies and being healthy and how we need to take care of ourselves. <b>Record in floor book.</b>  <b>Toothbrushing activity</b>
			Which stories are special and why? Introduce the concept of 'special' and share Teachers	Which stories are special and why? Recap the concept of a special story and then S&L of	Which stories are special and why? T to gather the books the children named as their	Which stories are special and why? Introduce the concept of religion to children. Explain

			special story, modelling language of why it's special to them.	the stories that are special to the children.	special stories from previous lesson (or chn bring in from home) children to explore these books in the lesson. S&L Why the book is special to them with a partner.	that religions also have specials stories/books.
EAD	<b>Throughout the half term children will-</b> Have access to a range of media, materials and tools in the continuous provision. Be set a weekly creative Rainbow Challenge which will be linked to the needs of the children. Practise and sing a range of songs and rhymes in accordance with our 'songs and rhymes' progression. Have access to and indoor domestic role play area and an outdoor themed role play area- Superheroes.					
	Charanga lesson 1 -Me	Charanga lesson 2 -Me	Charanga lesson 3 -Me	Charanga lesson 4 -Me	Charanga lesson 5 -Me	Charanga lesson 6 -Me
	Understands that they can use lines to a enclose space and begin to use these shapes to represent objects. <b>Pencil skills- exploring making different marks.</b>	Understands that they can use lines to enclose a space and begin to use these shapes to represent objects. <b>Pencil skills- exploring making different marks.</b>	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. <b>Pencil skills- self portrait</b>	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. <b>Pencil skills-self portrait</b>	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. <b>Pencil skills-improved self-portraits based on feedback.</b>	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. <b>Pencil skills-improved self-portraits based on feedback.</b>
	<b>Throughout the half term children will-</b> Have access to a range of ICT equipment in the provision including- iPads, talking tins, beebots, IWB. Use iPads to record their independent work.					
	Operates simple equipment- <b>Introduce children to iPads and how to take a photo.</b>	Operates simple equipment- <b>Recap how to take a photo on the iPads.</b>	Operates simple equipment- <b>Introduce and model the Glow Draw App on the iPads.</b>	Operates simple equipment- <b>Children to explore the Glow Draw App on the iPads.</b>	Operates simple equipment- <b>Introduce and model the Go Create App on the iPads.</b>	Operates simple equipment- <b>Children to explore the Go Create App on the iPads.</b>

Floor Books-

EAD- Draw themselves and write name

UTW- Drawing and discussing what keeps us healthy

UTW-Drawing and talking about our family