



# Foundation Stage Medium Term Planning

Autumn Term 1

Theme – Me in my World

| Apple Class                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | I am special and one of a kind!<br><br>7 <sup>th</sup> – 11 <sup>th</sup> Sept (week 2) | My Family – who is special to me?<br><br>14 <sup>th</sup> – 18 <sup>th</sup> Sept | My Home – My local area<br><br>21 <sup>st</sup> – 25 <sup>th</sup> Sept | My body – I am growing and changing<br><br>28 <sup>th</sup> – 2 <sup>nd</sup> October | Harvest / Autumn<br><br>5 <sup>th</sup> – 9 <sup>th</sup> Oct                 | My Feelings – Similarities and differences<br><br>12 <sup>th</sup> – 16 <sup>th</sup> Oct | My special senses!<br><br>19 <sup>th</sup> – 23 <sup>rd</sup> Oct (INSET 23 <sup>rd</sup> )<br>National Apple Day |
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| The first term in Apple Class always begins with a journey of discovery. We will learn about ourselves, each other and our wider school community. The children will reflect upon their interests and motivations. They will make new friends and discover new concepts together. We introduce the children to the day-to-day routines and expectations at school. Using inspiring books, the children will engage in a range of activities, to broaden their knowledge and experiences, beyond prior learning. We hope to support our new Apples, so that they feel safe, happy and enthused about the year ahead. Welcome to Batheaston Church school, we are looking forward to an exciting year ahead! |                                                                                         |                                                                                   |                                                                         |                                                                                       |                                                                               |                                                                                           |                                                                                                                   |
| Welcome to school!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | AM/PM only WK2                                                                          | AM/PM only                                                                        | Full Time                                                               |                                                                                       |                                                                               |                                                                                           |                                                                                                                   |
| Themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <i>We are a school of friends!</i><br>'Always be on the lookout for a new friend'       | <b>What is a family?</b><br>Special people in our lives                           | <b>Home is where the heart is!</b><br>Where do I live?<br>Shelter/home  | <b>My Body</b><br>Parts of the body                                                   | <b>Harvest Festival</b><br><b>Black History Month</b><br><b>Kindness Week</b> | <b>Brain Week</b><br><b>Hello Yellow</b><br><b>World Mental Health day</b>                | <b>Keeping healthy</b><br><b>The 5 Senses</b><br>Senses                                                           |
| Provocations/ Visits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Only one you<br><i>Book</i><br>Pebbles/fish<br>Friendships<br>Self Portraits            | <b>My Big Book of Families</b><br>Family photos<br>Family portraits               |                                                                         | <b>My Body</b>                                                                        | <b>Autumn walk</b><br>Leaves/natural materials / Trees                        | <b>My Fantastic Brain</b>                                                                 | <b>Potion Making!</b><br><b>Visit The Secret Garden – Mindful activities</b>                                      |
| Relax Kids Cosmic Kids                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Superpower listening (6mins)                                                            | Thought Bubbles (6mins)                                                           | Cosmic Counting (7mins)                                                 | Arnold the Ant (9mins)                                                                | <b>Discovering</b> – go to Mike's Meadow – Forest Bathing                     | Hidden Treasure (6mins)                                                                   | Brain break – Focus Pocus (5mins)                                                                                 |
| Mindfulness / Book 'Happy'                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Listening</b> – go on a listening walk                                               | <b>Loving</b> – give someone you care for a hug / smile                           |                                                                         | <b>Relaxing</b> – tensing and relaxing muscles                                        | <b>Appreciating</b> – <b>Being thankful</b> / Harvest Festival                | <b>Feeling</b> – What makes you feel happy?                                               | <b>Smelling</b> – smell that make you feel (memories)<br><b>Tasting</b> – circle time (apples)                    |

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| <b>Communication and Language (PRIME)</b>         | Gain confidence sharing information about themselves in front of others.       | Who lives in my house?<br>Who is in my Family?<br>Raise awareness of different family structures.<br>Discuss and share routines, traditions and special occasions that are important to families.                                                                                                    | Where do you live?<br>Role play / small world – building houses.<br>My house, around my house, my journey to school.<br><br>Small world – building site/outside<br><br><b>Book: Home</b>                                                                                                                                                              | What are the different parts of our body called?<br>Action songs and rhymes.<br>Name different parts.<br>Observe how I have grown and changed.<br>Funny bones.                                                                                         | Talk about what they see, hear, smell and touch when walking and playing in Mike's Meadow.<br><br>Observe seasonal changes.                                                                                                                                                                                                                                             | What makes each of us similar or different?<br>We are unique – like Elmer.<br>Making comparisons.<br>Read 'My Big Book of Feelings'.<br>Look at visual images of people with a variety of emotions.                                                                                                                                                                         | What can we use our senses for?<br>Explore different senses.<br>Go on a listening walk.<br>Explore different sounds – identify.<br>Explore smells/tastes.<br>Feely bags – explore language to describe what we sense.                                                                                                        |
| <b>Physical Development (PRIME)</b>               | Familiarise the children with the hall – play simple listen and respond games. | <b>Body Management Unit1</b><br>Balance bean bags on different parts of the body.<br><br>Carry beanbags over obstacles.<br><br>Change direction whilst balancing beanbags.<br><br><b>Manipulation and co-ordination Unit2</b><br>Take part in parachute games<br><br>Listen and follow instructions. | <b>Body Management Unit1</b><br>Move through hoops using a variety of movements.<br><br>Work with others and practise to move through hoops.<br><br>Follow pathways with hoops.<br><br><b>Manipulation and co-ordination Unit2</b><br>Perform a variety of collecting, moving and placing actions.<br><br>Perform actions with a variety of equipment | <b>Body Management Unit1</b><br>Reach and stretch to retrieve and place objects.<br><br>Move equipment from one place to another.<br><br><b>Manipulation and co-ordination Unit2</b> Play simple invasion games using a baton to save and score goals. | <b>Body Management Unit1</b><br>Can step and stride across different distances and change direction.<br><br>Can create bridges and tunnels.<br><br>Work with others to travel through tunnels.<br><br><b>Manipulation and co-ordination Unit2</b> Use a baton/racket to steer objects to targets.<br><br>Combine steering with other actions using bilateral movements. | <b>Body Management Unit1</b><br>Negotiate high and low apparatus travelling over and under.<br><br>Use a variety of ways to travel over apparatus.<br><br>Lay out objects for partner to retrieve.<br><br><b>Manipulation and co-ordination Unit2</b><br>Perform a variety of skips with and without a rope.<br><br>Recognise the difference between jumps, skips and hops. | <b>Body Management Unit1</b><br>Create shapes with our bodies.<br><br>Work with partner to create shapes.<br><br>Link more than one shape together.<br><br><b>Manipulation and co-ordination Unit2</b><br>Roll, spin, rotate, throw and catch hoops.<br><br>Work with self and others to control hoops in a variety of ways. |
| <b>Personal, Social and Emotional Development</b> | W1/2 – Wider World (How to contribute to life in                               | R9 – Relationships (Recognise special people in their lives)                                                                                                                                                                                                                                         | What do you do in your home with your family?                                                                                                                                                                                                                                                                                                         | H10 – Names for main parts of body and functions                                                                                                                                                                                                       | Circle activity – pass the smile.                                                                                                                                                                                                                                                                                                                                       | H2 – Health and well-being (likes and dislikes)                                                                                                                                                                                                                                                                                                                             | H6 – Importance of maintaining personal                                                                                                                                                                                                                                                                                      |

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| <b>(PRIME)</b><br><br><b>Values –</b>                 | classroom/Construct rules)<br><br>Caring for each other at home and school.<br><br>Establish class rules and routines.<br>Circle games to get to know each other.<br><br>Make a new friend!<br>Share treasure boxes. | Use small world figures to talk about families – Playmobil.<br><br>Discuss how different families have different numbers of members.<br><br>Mini you's | Where do you live?<br><br>What type of house?<br><b>Use a range of construction toys to build houses /streets.</b><br> | <b>What am I good at?</b><br>Circle time – talk about our individual strengths.<br>Link to super-powers – favourite superheroes | What makes you feel good?<br>Emotion cards to identify how different people are feeling. Sing songs in response to an emotion.<br><b>The Colour Monster</b> | Using our senses to help us identify each other.                                                                                                     | hygiene i.e. hand washing<br>Dressing and undressing independently.<br><br>PANTS video – looking after ourselves.<br><br>Discuss and sort clothes worn in different weathers. |
| <b>PSHE Jigsaw</b><br><br><b>Being Me in my World</b> |                                                                                                                                                                                                                      | <b>Who... Me?!</b><br><br>I understand how it feels to belong and that we are similar and different                                                    | <b>How am I feeling today?</b><br>I can start to recognise and manage my feelings                                                                                                                        | <b>Being at School</b><br>I enjoy working with others to make school a good place to be                                         | <b>Gentle Hands</b><br>I understand why it is good to be kind and use gentle hands                                                                          | <b>Our Rights (School Charter)</b><br>I am starting to understand children's rights, and this means we should all be allowed to learn and play       | <b>Our Responsibilities</b><br>I am learning what being responsible means                                                                                                     |
| <b>Literacy (SPECIFIC)</b>                            | <b>Only One You</b><br>Exploring the uniqueness of ourselves and others.<br><br>Create Fish using their potato print and decorate.<br>Display fish!                                                                  | <b>Great Big Book of Families</b><br><br>Family portraits<br>Make lolly stick people!<br><br>Lolly pop house frames – draw your family                 | <b>Home</b><br>This book looks different types of houses and explores the possibilities of what makes a home.<br><b>See KW – building houses!</b>                                                        | <b>Can I build another me?</b><br>Junk modelling – create mini-me robots.                                                       | <b>Super Duper You</b><br>Celebrating difference                                                                                                            | <b>Dachy's Deaf</b><br><br>Can you help Dachy's friends find out about loud and quiet sounds?<br><br>Ogden Trust – Science Talks (sound and hearing) | <b>Nighttime Symphony</b><br><br>Can you use recycling materials to make different nighttime sounds?<br>Ogden Trust – Science Talks (sound and instruments)                   |
| <b>Drawing Club</b>                                   |                                                                                                                                                                                                                      |                                                                                                                                                        | <b>Book – Not Now Bernard</b>                                                                                                                                                                            | <b>Tale – Three Billy Goats Gruff</b>                                                                                           | <b>Animation – Funny Bones</b>                                                                                                                              | <b>Book – The Colour Monster</b>                                                                                                                     | <b>Book – The Tiger who came to Tea</b>                                                                                                                                       |
| <b>Phonics – Phase 1/2</b>                            | <b>Phase 1 Activities</b>                                                                                                                                                                                            | <b>Phase 1 Activities</b>                                                                                                                              | <b>S A T P</b>                                                                                                                                                                                           | <b>I N M D</b>                                                                                                                  | <b>G O C K is</b>                                                                                                                                           | <b>C K E U R I</b>                                                                                                                                   | <b>H B F L the</b>                                                                                                                                                            |
| <b>Maths Mastering Number</b><br><br><b>Wk</b>        | <b>GETTING TO KNOW YOU</b>                                                                                                                                                                                           | <b>GETTING TO KNOW YOU</b><br><br>Baseline Assessments                                                                                                 | <b>Subitising</b><br><br>Subitising within 3                                                                                                                                                             | <b>Counting, cardinality, ordinality</b><br>Focus on counting skills                                                            | <b>Composition</b><br>Explore how all numbers are made of 1's                                                                                               | <b>Subitising</b><br>Subitise objects and sounds                                                                                                     | <b>Comparison</b><br>Comparison of sets – 'just by looking'                                                                                                                   |

|                                                              | Baseline Assessments                                                                                                                                                                                                        |                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                  | Focus on composition of 3 and 4                                                                                                                                                                                                 |                                                                                                                                 | Use language of comparison – <i>more than and fewer than</i>                                                                                                                                                            |
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| Understanding the World (SPECIFIC)                           | <p><b>The Best part of Me!</b><br/>Using mirrors – paint a self-portrait.</p> <p>Talk about their features – what makes us different?</p>  | <p><b>Families</b><br/>Photos of our families – Immediate and extended family. Are all families the same?</p>                         | <p><b>Tree</b><br/><b>Seasons change – take a walk to Mike's Meadow.</b><br/>Reflect upon what we see. Introduce autumn as a season and the changes that take place<br/>Create seasonal art – leaf</p>  <p>prints, rubbings and build pictures using natural materials.</p> | <p><b>Bridges</b><br/>Can you build a bridge to help the Billy Goats cross the river?</p> <p>Provide a range of materials (natural and junk) to set the challenge.<br/>Include opportunities for small world play with the goats etc.<br/>Ogden Trust Science Talks (Construction/stability)</p> | <p><b>Argh! Theres a Skeleton inside you</b><br/>Talk about how we look after our bodies i.e. exercise, eating healthy food, keeping clean, staying safe etc.</p> <p>Create skeletons – collage, plasticine, junk modelling</p> | <p><b>How to be healthy and happy.</b><br/>Ask the children to consider all the things they need to stay healthy and happy.</p> | <p>Using the <b>senses</b> to explore and investigate – feely bags, smelly socks. Sound walks, cornflour play.</p> <p>Use our sense of taste and smell to identify foodstuff.</p> <p>Which are our favourite foods?</p> |
| Computing Knowsley R1 - Technology and Me / Digital Literacy |                                                                                                                                                                                                                             |                                                                                                                                       | <p><b>What are the different types of technology you might see?</b></p> <p>(DL) I can discuss the use of technology in the world around me.</p>                                                                                                                                                                                                               | <p><b>Where might you see technology?</b><br/>(DL) I can discuss the use of technology in the world around me.<br/>(IT) I can select and use technology for particular purposes</p>                                                                                                              | <p><b>What do you do with technology?</b><br/>(MS) I can use a camera.<br/>(CS) I can explain an algorithm.<br/>(CS) I can explain sequencing.</p>                                                                              | <p><b>What does that do?</b><br/>(DL) I can discuss the use of technology in the world around me.</p>                           | <p><b>Can you Google that?</b><br/>(DL) I can use a search engine.<br/>(MS) I can go online.<br/>(MS) I can do the basics with technology</p>                                                                           |
| Expressive Arts (SPECIFIC)                                   | <p>Share the book 'Faces'<br/>Use loose materials and everyday objects to make faces.</p>                                                                                                                                   | <p><b>Me and my Family</b><br/>Draw pictures of their family members.</p> <p>Allow time to talk about the people special to them.</p> | <p><b>Home!</b><br/>Use cardboard, papers and other materials to create houses for display.</p>                                                                                                                                                                                                                                                               | <p>Finger painting/hand prints.<br/>Draw around your hands</p> <p>Andy Warhol inspired!</p>                                                                                                                                                                                                      | <p><b>Elmer the Elephant</b><br/>Can you use a magnet to make Elmer a colourful coat?</p>                                                                                                                                       | <p><b>Brown Bear, Brown Bear, What do you see?</b><br/>Can you use colour paddles to hide the animals from Brown Bear?</p>      | <p><b>Apple Printing</b><br/>Cut apples and pears in half. Look at the shape and inside. Use to create simple prints.</p>                                                                                               |

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|                                                                                |                                                                      |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                               | Ogden Trust –<br>Science Talks<br>(Colour)                                                                                                                                                                                                                                                                              | Ogden Trust –<br>Science Talks<br>(Colour)                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                         |
| <b>Music –<br/>Charanga</b><br><br><b>Theme – Me!</b>                          | Phase 1 phonics –<br>nursery rhymes                                  | <b>Listen and respond –<br/>Kool and the Gang</b><br><b>Find the pulse -</b><br>Pulse is a steady<br>beat<br>It can be counted in<br>2, 3 or 4<br><b>(and sometimes 5<br/>and beyond) and<br/>keeps<br/>the music in time.</b><br><b>It is the heartbeat of<br/>the song</b><br><br><b>Games track –</b> Listen<br>then learn the action<br>song ‘Pat a cake’ | <b>Listen and respond –<br/>Happy by Pharrell<br/>Williams – Continue</b><br><b>with pulse but how<br/>does this music<br/>make you feel?</b><br><br>Revisit the song ‘Pat<br>a cake’ Sing the song<br>with high or low<br>pitch. Include<br>emotions – happy or<br>sad.<br><br><b>Games track – 1, 2,<br/>3, 4, 5</b> and learn song | <b>Listen and respond –<br/>Sing by The<br/>Carpenters – Pulse</b><br><b>using<br/>movement/actions</b><br><br>Revisit the song<br>‘1,2,3,4,5’ or Pat a<br>Cake<br><br><b>Games track – This<br/>Old Man – then learn<br/>song.</b>                                                                                             | <b>Listen and respond –<br/>Sing a Rainbow by<br/>Peggy Lee –</b><br><b>Continue with Pulse</b><br>– revisit the idea of<br><b>music evoking<br/>feelings</b><br>Revisit song ‘This Old<br>Man’<br><br><b>Game track -</b> The<br>Name Song<br><br>Learn about <b>Rhythm</b> .<br>Then play Rhythm<br>game.             | <b>Listen and respond –<br/>Happy Birthday by<br/>Stevie Wonder</b><br><b>Pitch – is the low<br/>and high sound<br/>within a music or<br/>songs.</b><br><br><b>Games Track –</b><br>Things for Fingers –<br>learn song                                                                       | <b>Listen and respond –<br/>Our House by<br/>Madness Continue</b><br><b>with Pulse – what<br/>do you think the<br/>song is about</b><br><br><b>Games track –</b> Five<br>Little Ducks – then<br>learn song<br><br>Revisit – Things for<br>Fingers song                                                  |
| <b>RE</b><br><br><b>Unit 1</b><br><b>Special People</b><br><br><b>Values -</b> |                                                                      | <b><u>Families</u></b><br><i>Introduce Bertie Owl<br/>as a special wise<br/>friend – who will help<br/>us to learn about RE.</i><br>Look at a range of<br>photographs with<br>activities they might<br>do with their<br>families. Discuss.                                                                                                                    | <b><u>Friends</u></b><br><i>Show Jigsaw Jenie<br/>and tell them that<br/>they are special<br/>friends with Bertie.</i><br>Share with the<br>children the types of<br>activities they like to<br>do together as<br>friends.<br>In a circle – each say<br>something special<br>about someone else.                                      | <b><u>Role Models</u></b><br><i>Show pictures of<br/>people doing<br/>different things i.e<br/>cooking, building.</i><br><i>Discuss what is<br/>happening.</i><br>Explain that people<br>can teach others<br>how to do things.<br>And show us how to<br>behave and treat<br>others. Who could<br>be your role model<br>and why? | <b><u>Jesus</u></b><br><i>Show a picture of<br/>Jesus – who is he?</i><br><i>Why do Christians<br/>believe he is special?</i><br>Explain that<br>Christians believe in<br>God and that Jesus is<br>the son of God. He is<br>seen as a role model<br>to Christians.<br>Read Jesus heals the<br>paralysed man.<br>Discuss | <b><u>Jesus (cont..)</u></b><br><i>Bertie is blindfolded<br/>– how do you think it<br/>feels not to be able<br/>to see. Show image<br/>of Jesus again – who<br/>is he and why is he<br/>special to Christians?</i><br>Read Jesus heals<br>Bartimaeus. <i>What do<br/>you think of Jesus?</i> | <b><u>Moses</u></b><br><i>Bertie asks the<br/>children to explain<br/>the rules in school<br/>and at home. Which<br/>rules do they think<br/>are important and<br/>why?</i><br>Share the story of<br>Moses receiving the<br>Ten<br>Commandments.<br>What would happen<br>if we did not follow<br>rules? |
| <b>Environmental<br/>/ Mikes<br/>Meadow</b>                                    | Visit the meadow –<br>Go on a listening<br>walk (Phase 1<br>phonics) | What can you see?<br>Go to Mikes<br>Meadow – look at<br>the environment.                                                                                                                                                                                                                                                                                      | <b>Dens/homes</b><br>Ask each child to pick<br>an animal cuddly toy.<br>Set the challenge of                                                                                                                                                                                                                                          | <b>Leaf men</b><br>Use found leaves,<br>twigs and moss to<br>create our own Leaf                                                                                                                                                                                                                                                | <b>Go to The Secret<br/>Garden</b><br>Spend the morning<br>in the garden and                                                                                                                                                                                                                                            | <b>Autumn Colours</b><br>Use a sticky pad to<br>create an autumn<br>colour pallet.                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                         |

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|                                                            |                                                                                                    | Animals and plant life. | building a home or den for their toy. | men or animals.<br> | have our snacks there.<br><br>Do some mindfulness activities in line with Hello Yellow day | Encourage the children to find different colours in Mikes' Meadow.                           |                                                                                     |
| <b>Food for Life</b><br><b>Food is a basic requirement</b> | Snack times – introduce structures and routines for snack time.<br><i>What is a healthy snack?</i> |                         |                                       |                                                                                                        | Farming – harvest festival.                                                                | <b>Why do we need food?</b><br>What did you have for breakfast?<br>Prepare for school lunch. | <b>Cooking</b> – bake Apple crunch cookies using apples collected from our orchard. |

## Continuous Provision

| Area               | Skill / Common Play behaviours | Challenge | Planned Enhancements                                              | Vocabulary                                                  | Characteristics of Effective Learning |
|--------------------|--------------------------------|-----------|-------------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------|
| <b>Sand</b>        |                                |           | Capacity – different containers / making AB patterns with objects | Full, empty, half full, same, different, pattern, repeating |                                       |
| <b>Mud Kitchen</b> |                                |           | Capacity – tools/containers / Potions /senses/herbs/spices        |                                                             |                                       |
| <b>Water</b>       |                                |           | Capacity – different containers / full/empty/half full            | Full, empty, half full, same, different, pattern, repeating |                                       |
| <b>Mark making</b> |                                |           | Drawing club / writing area                                       |                                                             |                                       |
| <b>Small World</b> |                                |           | Dolls House / Animals / Wicker dome homes                         |                                                             |                                       |
| <b>Malleable</b>   |                                |           | Play Dough / wood boards / dried flowers / tools / herbs          |                                                             |                                       |
| <b>Maths area</b>  |                                |           | Sorting / matching / counting / 1:1 correspondence /              |                                                             |                                       |

|                     |  |  |                                                                                                                             |  |  |
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|                     |  |  | repeating patterns /<br>measure                                                                                             |  |  |
| <b>Creative</b>     |  |  |                                                                                                                             |  |  |
| <b>Construction</b> |  |  | Big Blocks / natural<br>materials / small world /                                                                           |  |  |
| <b>Role Play</b>    |  |  | The Home / crockery/<br>pots/pans/dried<br>pasta/spoons/                                                                    |  |  |
| <b>Reading area</b> |  |  | Topic themed books and<br>book boxes available in<br>the library area, role play,<br>outside and reading<br>buddies basket. |  |  |