Medium Term Planning for: Owls Autumn 1 2023-24

	Week 1 5/9/23 Till 11am	Week 2 11.9.23 Till 13.00	Week 3 18.9.23	Week 4 25.9.23	Week 5 2.10.23	Week 6 9.10.23	Week 7 16.10.23 (Harvest service)
Communication and language focus.		Sharing the text. Dinosaur Roar. Enjoy listening to longer stories and can remember much of what happens. (C&L 3-4)	Dinosaur munch The diplodocus. Understand why questions relating to the text. (C&L 3-4)	Dinosaur Roar. The T Rex. Be able to talk about familiar books. (C&L 3-4)	Dinosaur Stomp. The triceratops. Use sentences of four to six words. (C&L 3-4)	Harry and his bucketful of dinosaurs. Develop communication using multisyllabic words. (C&L 3-4)	Harry and his bucketful of dinosaurs. Use a wide range of vocabulary. (C&L 3-4)
Continuous provision.	Dinosaur land – Begin to develop complex stories using small world equipment. (CA&D 3-4) Opposite games- Develop a wider vocabulary (C&L 3-4) Toys familiar to children's home settings, lego, cars, building blocks. role play home corner, colouring, play dough. – Select and use activities and resources. (PSE 3-4)		Dinosaur land. - Develop a wider vocabulary (C&L 3-4) Stilts for stomping – Be able to use alternate feet when balancing (PD 3-4) Toys familiar to children's home settings, lego, cars, building blocks. role play home corner, colouring, play dough. – Play with one or more other children, extending and elaborating play ideas. (PSE 3-4)		Dinosaur land. - Understand gradually how others may be feeling (PSE 3-4) Selection of foods linked to harvest, knives and plates. – Use one handed tools. (PD 3-4) Big building recreating the play park. – Collaborate with others to manage large items. (PD 3-4) Make imaginative and complex worlds (CA&D 3-4) Fossil making using plasticine and playdough. Join different materials and explore different textures. (CA&D 3-4)		
Forest School main focus.			Setting up the boundaries, rules and expectations.	Looking for footprints and following trails.	Finding different textures in the woods.	Making harvest crowns using natural materials.	Using rope bridges and canopies for climbing.
Personal, social and emotional focus.	Settling in to school.	How do we welcome new people to our class?	How am I special and what is special about other people in my class?	What can I do to make the classroom a safe and happy place?	What have I learnt to do and what would I like to learn next?	How can I play and work well with others?	How can I show I am listening to an adult? What can help me to follow instructions?
Physical development.			Focus riding a scooter or trike. Continue to develop movement of balancing, riding and ball skills. (PD 3-4)	Focus kicking a ball. Continue to develop movement of balancing, riding and ball skills. (PD 3-4)	Focus throwing a ball. Continue to develop movement of balancing, riding and ball skills. (PD 3-4)	Focus ball games. Start taking part in group activities which they make up themselves or in teams. (PD 3-4)	Focus using balance on beams and climbing. Continue to develop movement of balancing, climb up apparatus using alternate feet. (PD 3-4)
Literacy.	Phonics focus – listening for sounds. Know print has meaning, different purposes, we read from left to right. (L 3-4) Spot and suggest rhymes. (L 3-4)	Phonics focus – m Know the names of the different parts of a book and page sequencing. L3-4) Recognise words with the same initial sound. (L 3-4)	Phonics focus – a Write some or all of their name. (L 3-4) Engage in extended conversations about stories. (L 3-4) Recognise words with the same initial sound. (L 3-4)	Phonics focus – s Write some or all of their name. (L 3-4) Engage in extended conversations about stories. (L 3-4) Recognise words with the same initial sound. (L 3-4)	Phonics focus – d Engage in extended conversations about stories, learning new vocabulary. (L 3-4) Recognise words with the same initial sound. (L 3-4)	Phonics focus – t Write some letters accurately. (L3-4) Recognise words with the same initial sound. (L 3-4)	Phonics focus – i Count or clap syllables in words. Spot and suggest rhymes. (L3-4) Recognise words with the same initial sound. (L 3-4)
Maths Recognition and counting.	Number of the week- 1.	Number of the week- 2. Matching and comparing. Talk about and identify the patterns around. (M 3-4)	Number of the week - 3. Matching and comparing. Develop fast recognition of up to 3 objects, subtising. (M 3-4)	Number of the week – 4 Patterns and measuring. Extend and create patterns. (M3-4) Link numerals and amounts. (M3-4)	Number of the week – 5 Patterns and measuring. Notice and correct an error in a repeating pattern. (M3-4) Show finger numbers up to 5. (M3-4)	2d shapes. Circles and triangles. Talk about and explore 2D shapes using mathematical language sides, corners, straight, flat round. (M3-4)	2 d shapes Squares and rectangles. Talk about and explore 2D shapes using mathematical language sides, corners, straight, flat round. (M3-4)
Knowledge and understanding of the world.		Naming parts of the body. Parts of a dinosaurs body.	Using senses. – Taste and smell.	Exploring senses. Investigating textures of dinosaurs.	Looking at teeth. Omnivores and carnivores.	Asking questions about dinosaurs. What would	Using harvest around the world photographs.

		Use all their senses in hands on exploration of natural materials. (KUW 3-4)	Linked to dinosaur munch. Tasting different leaves. Use all their senses in hands on exploration of natural materials. (KUW 3-4)	Drawing parts of the body. Skeletons of dinosaur and human. Explore collections of materials with similar and or different properties. (KUW 3-4)	Sorting different dinosaurs in different ways. Explore collections of materials with similar and or different properties. (KUW 3-4)	we predict and find out about? Using ICT to find out about dinosaurs. Talk about what they see using a wide vocabulary (KUW 3-4)	Know that there are different countries in the world and talk about the differences seen in photographs. (KUW 3-4)
Creative arts and design.			Using newspaper to make bones. – Create shapes to represent objects. (CA&D 3-4)	Using clay to make fossil footprints. – Create shapes to represent objects. (CA&D 3-4)	Making toy dinosaurs using felt and developing own textures and design. – Join different materials and explore different textures. (CA&D 3-4)		
R.E.			In the beginning, God created the universe (Genesis 1:1-2:4 ISV) Finding out about the creation story.	God says, 'You must not use the name of the Lord your God thoughtlessly.' (From the Ten Commandments – Exodus 20:7 ICB) Respecting God's name and caring for all things.	Jesus' parable of the precious pearl (see Matthew 13:45–46) Knowing the name God is precious and should be treated with care.	The earth and everything in it belong to the Lord. (Psalm 24:1 ICB) Looking at all things created in Gods world.	God is the giver of life and breath (see Acts 17:24–28) Giving thanks to God in our harvest service. Understanding how we praise God.
Outdoor learning.			Using the archaeological dig site in back garden area. - Choose the right resources to carry out a plan (PD 3-4)		Walk to the park in Brington. – Show more confidence in new social situations (PSE 3-4)	Walk to the fields to spot signs of harvest and make predictions about the work of the farmers.	
Extended writing opportunities			Clipboards in archaeological dig site for recording findings.	Making posters of how to be safe in PSE.	Building words using 3 taught phonemes in terrace writing area.	Story writing in Literacy work – linked to previous weeks walk.	My first half term writing for parents.