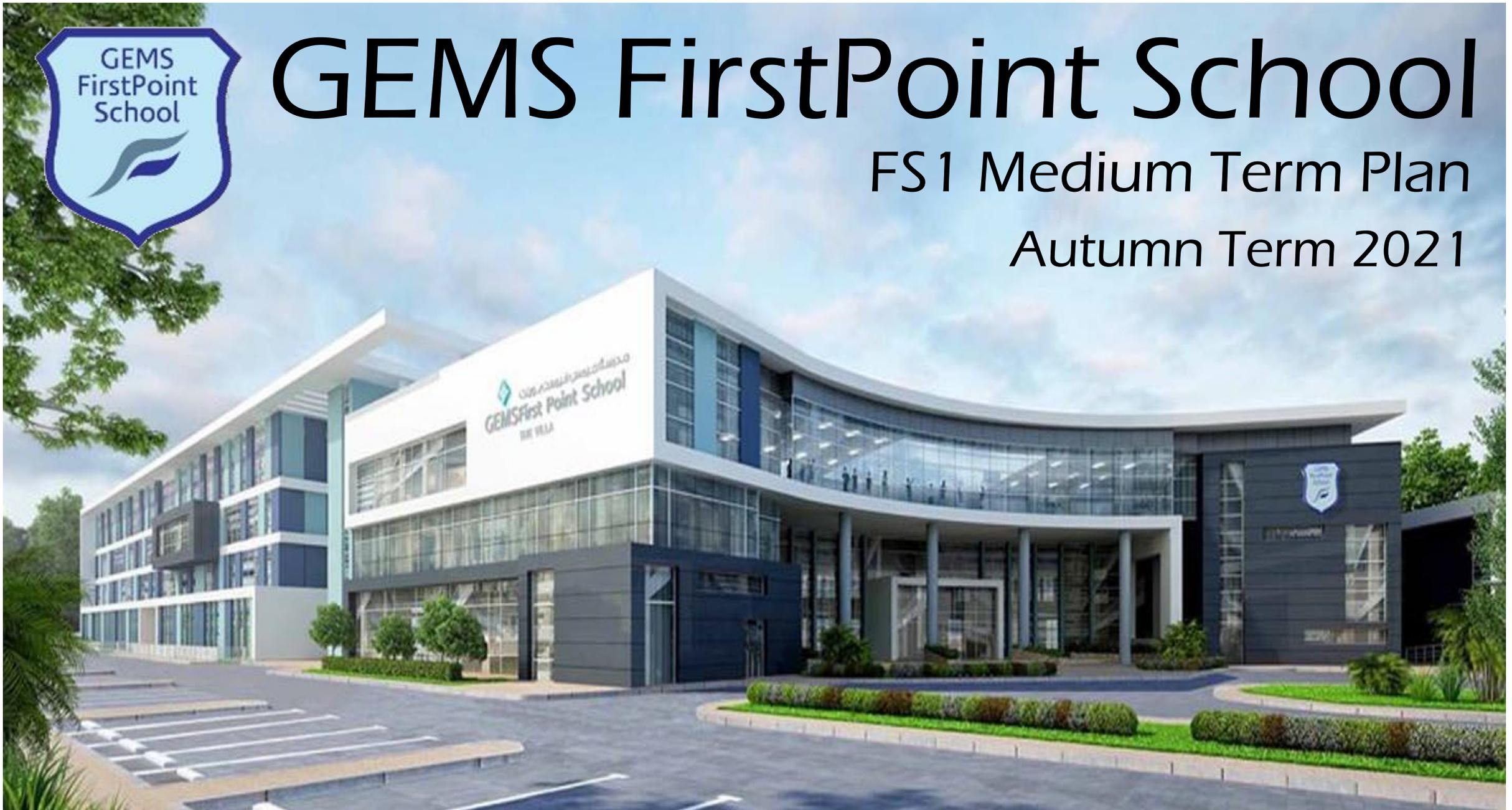




GEMS FirstPoint School

FS1 Medium Term Plan

Autumn Term 2021



All About Me



Overall Learning Focus:
Who is in my family and who am I?

We are going to explore who is in our family and what makes us who we are. Where do we live? Who is in our family? What do I look like? What features are the same as my friends and what makes me unique?

Topic Hook!

The children will be asked to bring in a photograph of their family to look at and discuss.

We will use a mirror to look at ourselves to paint a portrait and discuss our features.

Trips and Events:

There will not be any trips this half term

Core Values:

We will be concentrating on our 'Caring' Core Value this half term to tie in with talking about our families.



Prime Areas of Development



Personal Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Play with one or more other children, extending and elaborating play ideas.
- Increasingly follow rules, understanding why they are important.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.

Communication and Language

- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
 - Skip, hop, stand on one leg and hold a pose for a game like musical statues.
 - Use large-muscle movements to wave flags and streamers, paint and make marks.
 - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
 - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
 - Use one-handed tools and equipment, for example, making snips in paper with scissors.
 - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



Specific areas of Development



Literacy

- Understand the five key concepts about print:
 - print has meaning - the names of the different parts of a book
 - print can have different purposes - page sequencing
 - we read English text from left to right and from top to bottom

Texts being used:

Going to School

Titch

Peace at Last

Oliver's vegetables/Fruit salad

Funny bones

Sharing a shell

Rainbow fish

Songs and Rhymes being used:

If You're Happy...

Heads, Shoulders, Knees....

Skeleton song

Good morning song

Days of the week

Hello Song

Mathematics

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Show 'finger numbers' up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.

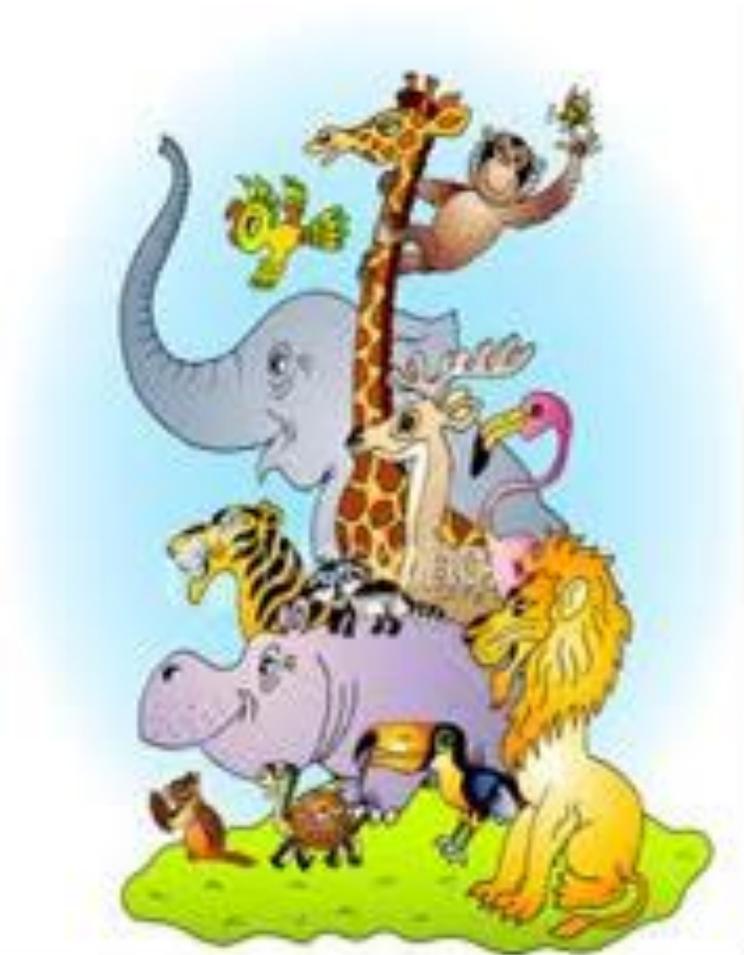
Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Talk about what they see, using a wide vocabulary.
 - Begin to make sense of their own life-story and family's history.
 - Begin to understand the need to respect and care for the natural environment and all living things.
 - Continue developing positive attitudes about the differences between people.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Listen with increased attention to sounds.
- Remember and sing entire songs.
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Play instruments with increasing control to express their feelings and ideas.

Animals and living things



Overall Learning Focus:

Where do animals live and what are their names?

Which animals live on the farm? Are there farms in the UAE? What products do they give us? What are their young called? What animals are classed as minibeasts? How is a butterfly formed? What animals live in the Jungle? Where are jungles?

Core Values:

We will be concentrating on our 'Exploring' Core Value this half term.

Topic Hook!

Pictures to discuss and children's real life experiences.

Stories and non fiction texts.

Fantastic Finish

The Very Hungry Caterpillar Party.

Web Links

Old McDonald had a Farm

<https://www.youtube.com/watch?v=86btpZFwu5Q>

Farmer Duck

<https://www.youtube.com/watch?v=p1I9g64y0gc>

Animals on the farm game

<http://www.sheppardsoftware.com/preschool/animals/farm/animalfarmgame.swf>

Caterpillar ordering

<http://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

creating minibeast garden

<http://www.i2e.com/jit5#paint>

animal jungle movie

<http://www.sheppardsoftware.com/preschool/animals/jungle/animaljunglemovie.swf>

animal game

<http://www.sheppardsoftware.com/preschool/animals/jungle/animaljunglegame.swf>



Prime Areas of Development



Personal Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- Use longer sentences of four to six words.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.



Specific areas of Development



Literacy

- Understand the five key concepts about print:
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Texts being used:

Dear Zoo
Farmer Duck
Giraffes Can't Dance
Rumble in the Jungle
We're going on a Bear Hunt
Elmer
The Camel that had no hump
The Very Hungry Caterpillar

Songs and Rhymes being used:

We're all going to the zoo tomorrow
Nellie the Elephant
Old McDonald
The Farmer's in his Den
10 little Monkeys
1,2,3,4,5 Once I caught a fish alive
Alice the Camel

Mathematics

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Show 'finger numbers' up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
 - Talk about what they see, using a wide vocabulary.
 - Begin to understand the need to respect and care for the natural environment and all living things.
 - Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Continue developing positive attitudes about the differences between people.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
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