

Medium Term Organiser
Weekly Overview



Term: 1 Autumn You, me and everyone/Celebrations (show and tell)

		Prime Areas			Specific Areas			
Week	Theme	Personal, Social and Emotional <i>(making relationships, self confidence, self-awareness, managing feelings and behaviour)</i>	Communication and Language <i>(listening, attention, understanding and speaking)</i>	Physical <i>(moving, handling, health and self care)</i>	Literacy <i>(reading and writing)</i>	Mathematics <i>(numbers, shape, space and measure)</i>	Understanding the world <i>(people and communities, the world and technology)</i>	Expressive arts and design <i>(exploring, using media, design and being imaginative)</i>
1	All about me	New Beginnings Expected routines and behaviour Good choices	Matching photos to child, saying and remembering names	Health and safety: washing hands, scissors, climbing frame. Go through areas in the FS	Phonic summative assessments when ready GR: handles books and listens to stories with increasing attention. 30-50	Maths summative assessment when ready	Where did we go on holiday? Looking at world map	Create "Good Choices" book Shoe shop role play
2		Sharing our "Good Choices" book	Name games: describe the photo, who's hiding, swap places if..., roll a ball.	Introduction to hall: stop and start, following instructions. Understanding of the need for safety	Name writing assessment GR: Holds books the correct way up and turns pages 30-50	Daily time table, Sequencing events. Sorting objects into sets activities	Create birthday displays Who lives in my house?	Combining resources, paint and pastels to create faces portraits
3		Introduce Guinea pig: care and handling with a staff member only Box with a picture of someone special. (mirror inside)	Nursery rhymes props sack (create with children for ownership) Humpty Dumpty crime scene provoke discussion outside	Having kind hands (being helpful to others, washing them and using hand sanitizer) Handling the guinea pig.	Environmental sounds GR: Listens to and joins in with poems 30-50	Patterns in the environment/ creating our own. using the language 'more' and 'fewer' to compare two sets of objects	Move around the setting and discuss the different rooms and use of resources ipads, hammer and nails.	Making and exploring sounds, singing song from props in a bag.
4	Bread	Persona Dolls use to support children to be aware of their own feelings, and knows that some actions and words can hurt others' feelings.	Little Red Hen During group times, asking and answering appropriate questions	Pestle and mortar-making flour from wheat Handles tools, objects, construction and malleable materials safely and with increasing control	Instrumental sounds Writing shopping lists and speech bubbles "not I" GR: joins in with repeating refrains, anticipating key events 30-50	Shop visit: Money Beginning to use everyday language related to money.	Walk to the local shop to buy ingredients to make bread. Bread making	Shop fruit and veg snack role play (buy snack) Engages in imaginative role-play based on own first-hand experiences.
5		Communicate freely about own home and community. Special box activities. Pupil Premium and Nurture group	We're going on a bear hunt - focus on voice sounds language (swishy swashy etc.) Intervention: Fiddly Fingers	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Body percussion Voice sounds GR: enjoys rhyming and alliteration 30-50 Guided reading groups	Recognise groups of 1,2,3 and more objects	Tasting bread around the world Tasting bread from around the world (pitta, naan, baguette)	Shop fruit and veg snack role play (buy snack) Engages in imaginative role-play based on own first-hand experiences.
6	Rhyming text Hairy McClary from...	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Rhyming stories can children finish the rhyme? This is the bear... Hairy McClary	Circle games duck duck goose, in and out the dusty blue bells... PE activities with SR	Rhythm and rhyme GR: enjoys rhyming and alliteration 30-50 Dog/pet stories	Pets we have at home Data handling Counting a set number from a larger group.	Asks questions about aspects of their familiar world such as the place where they live or the natural world.	Painting pets/animals Pet shop role play
7		Paired play with someone with the same colour/pattern sticker	Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Travel with confidence and skill around, under, over and through balancing and climbing equipment.	Alliteration GR: knows that print carries meaning and English is read from left to right. 30-50	Know a number identifies how many are in a set (families with small world people, label accurately)	(describe and find animals, long tail says woof, squeak)	Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of Resources.
	Diwali	Recap the "Good Choices" Book	Rama and Sita story	Show increasing control over an object in pushing, patting, throwing, catching or kicking it. Using simple tools to effect changes to materials. Clay diva lamps	GR: Suggest how a story might end 30-50 Oral blending and segmenting	Time Daily routines Recognise numerals and begin to represent numbers with marks.	Diwali celebrations	Rangoli patterns with chalk outside Clay diva lamp Home corner to include Diwali resources

Assessment and Next Steps Action:

Term: 2 Autumn: You, me and everyone/Celebrations

1	Percy the park keeper	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.	Autumn stories: Percy the Park Keeper Listens to stories with increasing attention and recall.	Firework safety Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Start differentiated phonic groups Firework poems	sorting seeds into sets Count an irregular arrangement of up to objects (setting the table)	Pumkins Developing an understanding of growth, decay and changes over time. Make apple crumble	Fix it! Role play area Include wood work table Blue colour focus
2		Feeling settled and independent Show confidence in asking adults for help.	Maintains attention, concentrates and sits quietly during appropriate activity. Group times.	Run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Non-fiction text Seasons book	Height of everyday objects. Match and compare the number of objects in sets. leaves	History Show an interest in the lives of people who are familiar to them. Look at cbeebies/twinkl remembrance	Remembrance day 11/11 Small world boats and Dunkirk scene Red colour focus poppies
3	Jolly postman and other people who help us	Who helps us? In school? Sally in the kitchen Mrs Hobbs at lunch time Office staff, FS staff roles.	Invite parents in to share the jobs (police, doctor, vet, fire person) Beginning to understand 'why' and 'how' questions Nativity rehearsals	Observes the effects of activity on their bodies.	Create signs and labels around the setting Recognises familiar words and signs Role play police station outside	Positional language describe when outside. Recognise numerals 1-9 first and then beyond. The importance of 999	Who helps us? In school? Sally in the kitchen Mrs Hobbs at lunch time Office staff, FS staff roles.	Learning nativity songs Small world fire station Role play doctors Yellow colour focus
4		Jolly postman story how does he help us?	Invite parents in to share the jobs (police, doctor, vet, fire person) Beginning to understand 'why' and 'how' questions.	Use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Write invitation to parents /carers to come to the nativity show	Pattern Create repeating patterns check on a police car.	I-pads and sound pegs Knows how to operate simple equipment, e.g. turns on CD Recordable pegs make siren noises	Learning nativity songs Small world fire station Role play doctors Green mixing
5	Nativity	Rehearsals Keeps play going by responding to what others are saying or doing.	Create sounds with sticks on different surfaces Questions- why things happen	Fine motor skills of wrapping presents Low level apparatus in the hall	Sequence and label the nativity story Write posters about the nativity show, date, time and location	Use ordinal numbers in different context. Who came to the stable? 1 st , 2 nd , 3 rd Nativity stable scene dice game	Children in Need? Melting chocolate Looking closely at similarities, differences, patterns and change.	Orange mixing Make an advent calendar Nativity role play area Create season trees with finger prints
6	Stick man	Helping our friends, by performing together Initiates play, offering cues to peers to join them.	Nativity performance Uses language to imagine and recreate roles and experiences in play situations.	Nativity costumes: Dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers.	Write with sticks	Measure Ordering stick into length shortest to longest	Visit woodland area collect sticks Small world snow scene discuss cold weather what do we wear	Purple mixing Make Christmas decorations
7	Christmas	FS Christmas party. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Watch KS1 Performance Maintains attention, concentrates and sits quietly during appropriate activity.	Low level apparatus in the hall Jumps off an object and lands appropriately.	Write Christmas cards to family	Create santa dice game match dots to numerals (subvertising)	Sharing Christmas around the world Recognises and describes special times or events for family or friends.	White/black/grey Make Christmas cards

Assessment and Next Steps Action:
Interventions: Fiddly fingers (disco dough), nurture, Talk Boost