

Shortlanesend School

Medium Term Overview

Term: Autumn 1

Class: Tamar

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core Text							
Nursery Rhyme	Hey Diddle Diddle	Ring-a-ring-a-roses	2 Little Dickie Birds	Wind the Bobbin Up	Heads, Sholders, Knees, and Toes	Big Red Combine Harvester	2 Cheeky Monkeys Swinging in a Tree
Makaton Sign	 Hello	 Drink	 Eat	 Home	 Toilet	 Mum	 Dad
Maths Text							

Communication and Language								
Listening, Attention and Understanding	3-4	I enjoy listening to longer stories and remember much of what happens.						
	R	I can listen carefully to a story.						
Speaking	3-4	I can use a wider range of vocabulary.						
	R	I know and use vocabulary from the core texts.	I can ask ‘what’ questions.				I can talk in full sentences	
	Y1	Listen to others and be willing to change their mind based on what they have heard.						
Personal, Social and Emotional Development								
Self Regulation	3-4	I can express my preferences.				I am being increasingly independent in meeting my own needs, e.g. brushing teeth, using the toilet, washing and drying my hands thoroughly.		
	R	I understand the rules and expectations at school.				I can manage my own personal hygiene needs with some support (toileting, hand washing).		
Building Relationships	3-4	I am interested in others play.						
	R	I am building positive relationships with new adults within school.						
PHSEE	R	All about me	What makes me special?	My feelings (1)	My feelings (2)	Bouncing back when things go wrong	Yes I can!	British Values
	Y1	Why we have classroom rules	How are you listening?	Thinking about feelings	Our Feelings	Feelings and bodies	Good friends	British Values

Physical Development							
Fine Motor	3-4	I show a preference for a dominant hand.					
	R	I can draw freely using a range of materials.			I can attempt to use scissors		
Gross Motor	3-4	I continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills. I can go up and down stairs, or climb up apparatus using alternate feet.					
	R	I am developing upper arm and shoulder strength by using the climbing equipment and crawling.					
SWYW	3-4	Move 1 - Up and Down			Move 2 – The Wiggle		
P.E	R	Gymnastics Moving					
	Y1	Gymnastics Linking					
Literacy							
Reading	3-4	I have some favourite stories, rhymes, songs, poems or jingles.					
	R	I can read individual letters by saying the sounds for them.					
	Y1	I can read simple captions.					
Comprehension	R	I can identify my favourite books and talk about why I like them.			I can retell simple stories		
	Y1						

Writing	3-4	I distinguish between the different marks I make.						
	R	I can form some lower case letters correctly.						
	Y1	Write simple dictated sentences using finger spaces consistently. Consistently use a capital letter for the personal pronoun “I”. Know to use capital letters for names.						
Maths								
Maths	3-4	Number Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Shape, Space and Measure Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.						
	R	Match, sort and compare Match objects. Match pictures and objects. Identify a set.	Compare amounts. Sort objects to a type. Explore sorting techniques	Create sorting rules Talk about measure and patterns Compare size. Compare mass.	Compare capacity. Explore simple patterns. Copy and continue simple patterns.	Create simple patterns. It’s me 1,2,3 Find 1, 2 and 3. Subitise 1, 2 and 3.	Represent 1, 2 and 3. Find 1 more. Find 1 less.	The composition of 1, 2 and 3
	Y1	Place Value (within 10) Sort objects. Count objects Count objects from a larger group	Represent objects Count on from any number Find 1 more	Count backwards within 10 Find 1 less Compare groups by matching	Identify fewer, more, same Identify less than, greater than, equal to Compare numbers	Order objects and numbers Use the number line Recognise numbers as words	Addition and Subtraction Understand the concept of parts and wholes Use a part-whole model	Understand fact families – addition facts. Recall number bonds within 10

							Write number sentences	Recall systematic number bonds within 10
Number Sense	R	Subitising 1 and 2	Subitising 1 to 3		Subitising 1 to 4		Subitising 1 to 5	
	Y1	Stage 1 Subitising 1-5		Subitising 6-10			Subitising on tens frames	
Understanding the World								
Past and Present	3-4		.	Understand the key features of the lifecycle of a human			Begin to make sense of our own life story and family history.	
	R		Identify what the past means.	Look at family photos and identify, name and describe immediate family members.				Talk about the pets in our families and identify how they have changed as they have grown
	Y1		How has Shortlanesend changed? What can we learn about our village from looking at old photos?	How has our school changed?	What can we learn about our village from looking at old maps?	What jobs did villagers do in the past?		

People, Culture and Communities	R	Understand what it means to be part of a community.			Follow a simple map around school.			
The Natural World	3-4	Take care of ourselves.	Identify and talk about our senses.			Show interest in different occupations (nurse).		
	R					Describe people who are familiar to us.	Play, explore and observe living things in Autumn (in all weather).	
	Y1	Animals Including Humans: Y2 – Nutrition 3.What Do Animals Need to Survive? (KP)			4.Why Should Humans Exercise? (KP)		5.Why Do We Eat Different Types Of Food?	
R.E.	R		How do we show respect for one another?	How do we show care? How do we know we are cared for?	How do we show people they are welcome?	What things can we do better together rather than alone?	Where do we belong? How do we know we belong?	What makes us feel special about being welcomed into a group of people?
	Y1	What do people think about God?	What do Muslims think about God?	What do some of the Muslim 99 Beautiful Names for God mean?	What does the Shahadah say about Muslim beliefs?	Who was the Prophet Muhammad and why is he important to Muslims? What do Muslims believe the Prophet	Why is the Prophet Muhammad so important to Muslims?	What do Muslims do because they love to treat the Quran with respect?

						Muhammad was like?		
Computing	Y1	Internet Safety						
Expressive Arts and Design								
Art	3-4	Take part in simple pretend play, using an object to represent something else even though they are not similar.			Join different materials and explore different textures.			
	R		Investigate the marks and patterns made by different textures	Explore mark making with felt tips.	Explore mark making with chalk.	Explore mark making using pencils.	Use a variety of colours and materials to create a self-portrait.	
	Y1	Sketchbooks Explore and Draw						
Music	3-4	Listen with increased attention to sounds.				Sing the melodic shape of familiar songs.		
	R	First Access – Sing and Play						
	Y1	Hands, Feet, Heart						