



MEDIUM TERM PLANNING 2024/2025

YEAR GROUP: FS1

TERM: Autumn 2



# SWALLOWNEST PRIMARY SCHOOL FS1 PLANNING

2024-2025

Teacher: J.Hemming

Autumn 2



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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p><b>Literacy</b></p> <p><b>*See individual lesson plans.</b></p> <p>Texts:</p> <p><b>Hansel and Gretel</b> FS1 Tier Two vocab: Word 1: Father Word 2: Forest Word 3: Crept Word 4: Munch Word 5: Starve Word 6: Trail</p> <p><b>The Gingerbread Man</b> FS1 Tier Two vocab: Word 1: crumbly Word 2: jolly Word 3: dusting Word 4: thundered Word 5: soggy Word 6: paddled</p>	<p>Text: <b>Hansel and Gretel</b></p> <p>Day 1 Overview of the story</p> <p>Day 2 Characters in the story Vocab: Word 1: Father</p> <p>Day 3 Sequencing</p> <p>Day 4 Listening to and enjoying the story Word 2: Forest</p> <p>Day 5 Prediction</p>	<p>Text: <b>Hansel and Gretel</b></p> <p>Day 1 Sort it game Word 3: Crept</p> <p>Day 2 Sort it game Big Idea: Choices</p> <p>Day 3 Let's talk about Hansel and Gretel Understanding descriptive words Express an opinion</p> <p>Day 4 Embed story and characters Vocab: Word 4: Munch</p> <p>Day 5 Embed story and characters</p>	<p>Text: <b>Hansel and Gretel</b></p> <p>Day 1 Embed story and characters Vocab: Word 6: Trail</p> <p>Day 2 Small world Play</p> <p>Day 3 Shared writing</p> <p>Day 4 Build a house for hansel and Gretel -construction</p> <p>Day 5 -oral storytelling</p>	<p>Text: <b>The Gingerbread Man</b></p> <p>Day 1 Overview of the story</p> <p>Day 2 Characters in the story Vocab: Word 1: crumbly</p> <p>Day 3 Sequencing</p> <p>Day 4 Listening to and enjoying the story Word 2: jolly</p> <p>Day 5 Prediction</p>	<p>Text: <b>The Gingerbread Man</b></p> <p>Day 1 Sort it game Word 3: dusting</p> <p>Day 2 Sort it game Big Idea: Choices</p> <p>Day 3 Let's talk about Hansel and Gretel Understanding descriptive words Express an opinion</p> <p>Day 4 Embed story and characters Vocab: Word 4: thundered</p> <p>Day 5 Embed story and characters</p>	<p>Text: <b>The Gingerbread Man</b></p> <p>Day 1 Embed story and characters Vocab: Word 6: paddled</p> <p>Day 2 Small world Play</p> <p>Day 3 Shared writing</p> <p>Day 4 Build a house for hansel and Gretel -construction</p> <p>Day 5 -oral storytelling</p>	<p>Text: <b>The Nativity Story</b></p> <p>Day 1 Overview of the story</p> <p>Day 2 Characters in the story</p> <p>Day 3 Sequencing</p> <p>Day 4 Listening to and enjoying the story</p> <p>Day 5 Act out the story</p>



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		Vocab: Word 5: Starve			Vocab: Word 5: soggy		
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<p><b>Maths</b></p> <p>See Power Maths for short term planning</p> <p><b>Vocab:</b> <b>Unit 3:</b> roll, stack, push, curved, straight, round, corners, face, edge, sides square, rectangle, circle, triangle sphere, cube, cuboid, cylinder, cone big, little, flat, like a box, like a can, slides, pointy odd one out, same, difference, different properties, characteristics <b>Unit 4:</b> one, two, three, four, five, 1, 2, 3, 4, 5, none, zero count, forwards, backwards, how many first, then, now hone less, one more, order, fewer, take away, add, altogether number story, represent, five frame <b>Unit 5:</b> hone, two, three, four, five, 1, 2, 3, 4, 5 group, parts, whole, part-whole model how many, count/counting, more than same, different <b>Unit 6:</b> In, on, below, under, above, in front of, behind, next to hup,</p>	<p><b>Unit 3 –Shape (2D and 3D shapes)</b></p> <p><b>3D Shapes</b></p> <p>This week, children will focus on properties of 3D shapes through hands on exploration and play.</p>	<p><b>Unit 3 –Shape (2D and 3D shapes)</b></p> <p><b>2D Shapes</b></p> <p>This week, children are introduced to the names of 2D shapes and some of the words to describe their properties. Children will see common 2D shapes shown in different orientations and be encouraged to look for examples of 2D shapes in the world around them.</p>	<p><b>Unit 4 –Change within 5</b></p> <p><b>One More</b></p> <p>This week, children will learn about one more within 5. They will use role play and first, then, now story structures to explore adding one more. Children will learn to recognise that the next number they count is one more than the previous number.</p>	<p><b>Unit 4 –Change within 5</b></p> <p><b>One Less</b></p> <p>This week, children will learn about finding one less than a given number within 5 using concrete objects and pictures to help them. They will use role play and first, then, now stories to explore one less. Crossing out, not rubbing out, should be used when representing one less pictorially.</p>	<p><b>Unit 4 –Change within 5</b></p> <p><b>One more and One Less consolidation</b></p> <p>This week, children will learn about finding one more or one less than a given number within 5 using concrete objects and pictures to help them. They will use role play and first, then, now stories to explore one less. Crossing out, not rubbing out, should be used when representing one less pictorially.</p>	<p><b>Unit 5 –Number bonds within 5</b></p> <p><b>Part Whole Model</b></p> <p>This week, children will be introduced to the vocabulary of whole and part and practise the concept of breaking a whole into parts using a part-whole model.</p>	<p><b>Unit 6 –Space</b></p> <p><b>Spatial Awareness</b></p> <p>This week, children will develop their vocabulary to describe the position of objects. They will look at items from different viewpoints and draw representations of the items they see.</p>



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down, across, forwards, backwards							
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<p><b>Understanding the World</b></p> <p>See discovery education RE for short term planning</p>	<p><b>Science links:</b> Developing experts - Materials (Lesson 1) Learn about living and non-living things <u>Living thing hunt/observation</u> What makes something a living thing? How are things alive? What items do you know that are not alive? A living thing can...</p> <p><b>History links:</b> Begin to recognise that we celebrate certain events, such as <b>bonfire night</b> and Remembrance Day, because of what happened many years ago</p>	<p><b>Science links:</b> Developing experts - Materials (Lesson 2) Discover that some things can change shape <u>Melting chocolate experiment</u> What happens when you melt chocolate? What happens when chocolate warms up?</p> <p><b>History links:</b> Begin to recognise that we celebrate certain events, such as bonfire night and <b>Remembrance Day</b>, because of what happened many years ago</p> <p><b>Geography links:</b> Explains how life may be different for other children- <u>Children in Need</u></p>	<p><b>Science links:</b> Developing experts - Materials (Lesson 3) Explore the process of melting <u>Ice melting experiment</u> Can the children describe what happens to ice as it starts to melt? Can the children predict which ice cube will melt the quickest? What words describe ice cubes?</p> <p><b>RE links:</b> Christian concept – incarnation Theme – Christmas Key question – What is Christmas? Can talk about members of their immediate family and community. Name and describe people who are familiar to them.</p>	<p><b>Science links:</b> Developing experts - Materials (Lesson 4) Learn about different materials <u>What happens to materials when you soak them in water?</u> What happens to wool when it gets wet? How absorbent are different materials? What do you call giving a sheep a haircut? (shearing)</p>	<p><b>Science links:</b> Developing experts - Materials (Lesson 5) Discover how to make the perfect sandcastle <u>Exploring texture to make the perfect sandcastle</u> Can the children explain what they need to do with sand and water to make the perfect sandcastle? Can the children explain why a dryer mix of sand is less successful to use for building a sandcastle? To build the perfect sandcastle I need to... Sandcastles are made by... (mixing sand and water)</p>	<p><b>Geography links:</b> Use simple directional language to describe the very local environment Describe and map journeys within school Knows that maps can show us where places are - use a basic map to navigate around school ground. Draw a basic map (maps in construction area)</p>	<p><b>Computing links:</b> E-safety Know that I need to act to same online as I do in school by following the Gold standard rules – We make our problems smaller so that we can sort them out quickly and feel happy again. We choose our words carefully to show respect for each other. We focus not fuss so that we own our own behaviour. We listen to each other so that we get things right. We are in the right place at the right time so that we are safe and secure. We work hard and achieve GOLD standard so that we can be proud of</p>



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			Recognises that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories including figures from the past.				ourselves and our work Know that a trusted adult has to supervise the internet I know that there are strangers online as well as in real life.
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<p><b>Expressive art and design</b></p> <p><b>D&amp;T- Mechanisms</b></p> <p><b>Wheels and Axles</b></p> <p>Vocab: Think, design, features ,draw, pencil, paper, colour, style, features, Boxes, bottles, wheels, axles, tape, stick, glue, dowel, model, turn, move,</p>	<p><b>Music links:</b> <u>My Stories</u> - Find the pulse as one of the characters from a song. - Copy-clap the rhythm of small phrases from the songs.</p>	<p><b>Design &amp; Technology links:</b> Mechanisms Wheels and Axles – construction kids create Santa’s sleigh. -Explore moving vehicles through play.</p>	<p><b>Design &amp; Technology links:</b> -Develop some cutting, joining and finishing skills with card.</p>	<p><b>Design &amp; Technology links:</b> Designing: Design by talking about what they intend to do, are doing and have done.  Say who and what their products are for.</p>	<p><b>Design &amp; Technology links:</b> Making: Opportunities to make their own choices and to discuss the reasons for these. Learn procedures for safety and hygiene. Develop practical skills</p>	<p><b>Design &amp; Technology links:</b> Evaluating: Ask questions about a range of existing products.  Explore the designed and made world through the indoor and outdoor environment,</p>	<p><b>Music links:</b> <u>My Stories</u> - Explore high pitch and low pitch in the context of the songs. -Invent a pattern to go with a song using one note.</p>



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<p>evaluation, improve, join, user</p> <p>Children will also be taught to use scissors and pencils correctly.</p>				<p>Draw what they have made, with some children draw their ideas before they make.</p>	<p>and techniques using a range of textile materials.</p> <p>-Assemble vehicles with moving wheels using construction kits.</p>	<p>and through role-play.</p>	
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<p><b>Personal, Social and Emotional Development</b></p> <p><b>BM</b> (Being Me in My World)</p> <p>*See Jigsaw PSHE scheme for individual lesson plans.</p>	<p>What am I good at?</p> <p>I can identify something I am good at and understand everyone is good at different things</p> <p>Questions: What are you good at doing and why? Are we all good at/like the same things?</p>	<p>I'm Special, I'm Me!</p> <p>I understand that being different makes us all special</p> <p>Questions: Is it OK to be and do different things to the people around us? Does it matter if your friend likes something you</p>	<p>Families</p> <p>I know we are all different but the same in some ways</p> <p>Questions: Can we group people easily? Are we all the same/different? How?</p>	<p>Homes</p> <p>I can tell you why I think my home is special to me</p> <p>Questions: What would a home look like? Are all homes the same?</p>	<p>Making friends</p> <p>I can tell you how to be a kind friend</p> <p>Questions: How do you make friends? How can we be kind friends? What can we do if we see someone by themselves? How can we be kind friends? What can we say that would</p>	<p>Standing up for yourself</p> <p>I know which words to use to stand up for myself when someone says or does something unkind</p> <p>Questions: Do you like what you see? How does it make you feel? Is it OK to</p>	<p>Is it OK to be and do different things to the people around us?</p> <p>Ask the children to discuss amongst friends/talk partners. Read one of the suggested stories or something similar with the theme of being different but</p>



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		don't? Is it OK to wear different clothes?			make us a kind friend?	say unkind things and why?	comfortable within ourselves.
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<p><b>Physical Development</b></p> <p><b>FMS-</b>  <b>By the end of the Autumn term, children should be working at a level which sees them;</b>          - drawing lines and circles using gross motor movements          - using one handed tools and equipment</p>	<p><b>Scissor skills: Stage 2</b>          Practise snipping encourage snipping across strips of card approx. 1cm wide (guided activity and in provision)</p> <p>Encourage child to cut across (not necessarily in a straight line).</p>	<p><b>Scissor skills: Stage 2</b>          encourage snipping across strips of card approx. 1cm wide (guided activity and in provision)</p> <p>Encourage child to cut across (not necessarily in a straight line).</p> <p><b>Pencil Control: Stage 2- Teach Grasping Skills</b>          Pick up small objects with fingers (sorting coins, beads, buttons and more)</p> <p>Squiggle whilst you wiggle</p> <p>Dough Disco</p>	<p><b>Scissor skills: Stage 2</b>          Move onto larger width strips of card until they are able to combine opening and closing scissors with moving them forward</p>	<p><b>Scissor skills: Stage 2</b>          Move onto larger width strips of card until they are able to combine opening and closing scissors with moving them forward (guided and in provision).</p> <p><b>Pencil Control: Stage 2- Teach Grasping Skills</b>          Manipulate switches, latches, keys, handles, nuts, and bolts.</p> <p>Open and close lids, twist/untwist</p>	<p><b>Scissor skills: Stage 2</b>          Practice snipping using several types of materials in provision: newspaper, foil, thin card, old postcards, playd <b>Pencil Control: Stage 2- Teach Grasping Skills</b>          Wind-up toys and spinning tops          String and lace          Fingerplays and songs</p> <p>Squiggle whilst you wiggle</p>	<p><b>Scissor skills: Stage 2</b>          Practice snipping using several types of materials in provision: newspaper, foil, thin card, old postcards, playdough.</p> <p><b>Pencil Control: Stage 2- Teach Grasping Skills</b>          Play with play-dough, clay, and putty.</p> <p>Squiggle whilst you wiggle</p> <p>Dough Disco</p>	<p><b>Scissor skills: Stage 2</b>          Practice snipping using several types of materials in provision: newspaper, foil, thin card, old postcards, playdough.</p> <p><b>Pencil Control: Stage 2- Teach Grasping Skills</b>          Pick up small items with tweezer and tongs.          Guided activity: drop and pick up pencils into a basket to increase finger placement practice.</p>



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	<p><b><u>Pencil Control:</u></b> <b><u>Stage 2-Teach Grasping Skills</u></b> Tactile awareness activities (explore textures like finger paint, shaving cream, glue and more)  Squiggle whilst you wiggle  Dough Disco</p>		<p>(guided and in provision).</p> <p><b><u>Pencil Control:</u></b> <b><u>Stage 2-Teach Grasping Skills</u></b> Squeeze and manipulate (spray bottle, clothespins, sponges, etc.)  Squiggle whilst you wiggle  Dough Disco</p>	<p>Squiggle whilst you wiggle  Dough Disco</p>	<p>Dough Disco  ough.</p>		<p>Squiggle whilst you wiggle  Dough Disco</p>
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