



**Medium Term Plan - Autumn 1 – Foundation Stage 1**

<b>Autumn 1 themes:</b>	- Ourselves/Getting to know me      - Rules and routines      - Autumn/Harvest      - Space Week - <b>Nursery Rhymes:</b> Twinkle Twinkle Little Star, Baa Baa black sheep, Dingle Dangle Scarecrow, I'm a little hedgehog	
<b>Communication and Language Learning Intentions</b>	<b>Key Experiences</b>	<b>Visitors/Trips</b>
<p><b>Listening &amp; Attention:</b></p> <ul style="list-style-type: none"> <li>- Listens to others one to one or in small groups, when conversation interests them.</li> <li>- Listens to stories with increasing attention and recall.</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</li> <li>- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</li> <li>- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</li> <li>- Developing understanding of simple concepts (e.g. big/little</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Uses simple sentences (e.g. 'Mummy gonna work.')</li> <li>- Beginning to use word endings (e.g. going, cats)</li> <li>- Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>- Builds up vocabulary that reflects the breadth of their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- CLL skills to be practised and embedded through all other areas of the EY curriculum.</li> <li>- Additional support through SAL/EAL work with MF.</li> <li>- Daily story time.</li> <li>- 1 X key worker activity a week focussing on CLL linked to stories and rhymes.</li> <li>- Mystery bag used daily with key objects and pictures to build on use of vocab and understanding.</li> <li>- Verbal questions and instructions supported by visuals and gesture.</li> </ul>	

Physical Development Learning Intentions	Key Experiences	Other
<p><b>Moving &amp; Handling</b></p> <ul style="list-style-type: none"> <li>-Runs safely on whole foot.</li> <li>-Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>-Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>-Can kick a large ball.</li> <li>-Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>-Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>-Imitates drawing simple shapes such as circles and lines.</li> </ul> <p><b>Health &amp; Self Care</b></p> <ul style="list-style-type: none"> <li>-Clearly communicates their need for potty or toilet.</li> <li>-Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</li> <li>-Can tell adults when hungry or tired or when they want to rest or play.</li> </ul>	<ul style="list-style-type: none"> <li>- Daily opportunities for drawing, painting, cutting, playdough, use of construction area.</li> <li>- Observational drawings in learning journey books e.g. autumn animals such as hedgehogs, faces, family.</li> <li>- Adults modelling correct pencil grip.</li> <li>- Autumn leaf threading, pegging pegs on laminated hedgehogs.</li> <li>- Large, gross motor activities e.g use of streamers during altogether time.</li> <li>- Daily Go Noodle</li> <li>- Daily access to the outdoor area: bikes, scooters, water equipment for pouring, sand for digging, mud kitchen for mixing and pouring, large chinks for mark making, crates/planks/climbing frame and bridge for climbing, playground space for running.</li> <li>- Toilet time built into routine. Regular reminders for children still in pull-ups.</li> <li>- Adults to model self-care skills e.g. putting on clothes, doing zips, buttons, putting shoes/wellies on and off, saying when tired or hungry.</li> </ul>	
Personal, Social and Emotional Development Learning Intentions	Key Experiences	Other
<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>-Shows affection and concern for people who are special to them.</li> <li>-May form a special friendship with another child.</li> <li>-Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> </ul> <p><b>Self-confidence and self-awareness</b></p>	<ul style="list-style-type: none"> <li>- Introducing JIGSAW Jenny with weekly JIGSAW sessions.</li> <li>- JIGSAW theme: 'Being me in my world'.</li> <li>- Introduction of sunshine/cloud behaviour system.</li> <li>- Introduction of class target ladder with reward/treat.</li> <li>- Role play scenarios to instil rules and expectations supported by visuals and gesture.</li> <li>- Introducing routines through songs, visual timetable, nursery tours of provision.</li> </ul>	<p>Parent open morning – meet the teacher</p>

<p>-Separates from main carer with support and encouragement from a familiar adult.          -Expresses own preferences and interests.          -Is more outgoing towards unfamiliar people and more confident in new social situations.          -Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p><b>Managing Feeling &amp; Behaviour</b></p> <p>-Can express their own feelings such as sad, happy, cross, scared, worried.          -Responds to the feelings and wishes of others.          -Aware that some actions can hurt or harm others.          -Shows understanding and cooperates with some boundaries and routines.          -Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.</p>	<ul style="list-style-type: none"> <li>- Circle games, altogether time with Lycra, 'getting to know you' games.</li> <li>- Emotions: play with mirrors and wooden emotion faces.</li> <li>- Making hedgehog bread for a class party.</li> <li>- Continuous adult modelling through play and key worker time.</li> </ul>	
<b>Literacy Learning Intentions</b>	<b>Key Experiences</b>	<b>Other</b>
<p><b>Reading</b></p> <p>-Enjoys rhyming and rhythmic activities.          -Shows awareness of rhyme and alliteration.          -Recognises rhythm in spoken words.          -Listens to and joins in with stories and poems, one-to-one and also in small groups.          -Listens to stories with increasing attention and recall.</p> <p><b>Writing</b></p> <p>-Distinguishes between the different marks they make          -Sometimes gives meaning to marks as they draw and paint.</p>	<ul style="list-style-type: none"> <li>- Learning key nursery rhymes using sequencing pictures/objects/talk for writing maps.</li> <li>- Sharing and handling books in the book corner.</li> <li>- Story time daily.</li> <li>- Beginning to recognise name cards through daily welcome song.</li> <li>- Environmental print – labels around the provision areas</li> <li>- Adults modelling writing names on pictures/paintings.</li> <li>- Continuous, daily opportunities for mark making e.g. pencils, crayons, chalk, wax crayons, paintbrushes, sponges, printing blocks.</li> <li>- Altogether Rhyme time using lycra, 'Let's go diving' song and objects from Rhyme basket.</li> <li>- Rhyme and listening provision area with Rhyme basket, rhyme books, instruments. Adult modelling of rhymes.</li> </ul>	

<b>Mathematics Learning Intentions</b>	<b>Key Experiences</b>	<b>Other</b>
<p><b>Numbers</b></p> <ul style="list-style-type: none"> <li>- Using number names to 5 and number language to 5 spontaneously and accurately during play.</li> <li>- Understanding that numbers identify how many objects are in a set.</li> <li>- Beginning to represent numbers using fingers and other concrete objects.</li> </ul> <p><b>Shape, Space &amp; Measures</b></p> <ul style="list-style-type: none"> <li>- Developing an interest in shape and space by playing with shapes or making arrangements with objects</li> <li>- Developing an awareness of similarities of shapes in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- ‘Number of the week’ explored through a range of mystery bag objects and pictures e.g. numicon pieces, rubber counting objects, flashcards, classroom objects.</li> <li>- Daily counting as part of welcome time on carpet – counting the children, name cards, finding the number of children on the numeral caterpillar.</li> <li>- Counting the pegs on the hedgehog.</li> <li>- Counting leaves and conkers.</li> <li>- 2D shape scarecrow pictures</li> <li>- Continuous provision around number and shape.</li> <li>- Construction and blocks – STEM problem solving challenges.</li> <li>- Adult modelling counting opportunities across all provision areas, e.g. how many cups in the home corner?</li> <li>- Celebration of children’s birthdays.</li> </ul>	
<b>Understanding the World Learning Intentions</b>	<b>Key Experiences</b>	<b>Other</b>
<p><b>People &amp; Communities</b></p> <ul style="list-style-type: none"> <li>-Has a sense of own immediate family and relations.</li> <li>-In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>-Beginning to have their own friends.</li> <li>-Has a sense of own immediate family and relations.</li> <li>-Shows interest in the lives of people who are familiar to them.</li> </ul> <p><b>The World</b></p> <ul style="list-style-type: none"> <li>-Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>-Notices detailed features of objects in their environment</li> </ul>	<ul style="list-style-type: none"> <li>- Daily weather chart.</li> <li>- Light/torches linked to Twinkle Twinkle: testing which fabrics light shines through.</li> <li>- Split pin sheep for Baa Baa black sheep.</li> <li>- Sheep biscuits.</li> <li>- Space pics using conkers rolling around paint.</li> <li>- Space constellation pics using black card, star stickers and chalk.</li> <li>- Sensory playdough</li> <li>- Leaf painting</li> <li>- Fruit / Vegetable printing</li> </ul>	<p>Parent open morning with hands-on play and exploration activities.</p> <p>Space Week</p>

<p>-Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>Technology</b>          -Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car          -Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>		
<b>Expressive Arts and Design          Learning Intentions</b>	<b>Key Experiences</b>	<b>Other</b>
<p><b>Exploring and using media and materials</b>          -Enjoys joining in with dancing and ring games.          -Sings a few familiar songs.          -Creates sounds by banging, shaking, tapping or blowing.          -Shows an interest in the way musical instruments sound.          -Experiments with blocks, colours and marks          -Realises tools can be used for a purpose</p> <p><b>Being Imaginative</b>          -Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'          -Beginning to make-believe by pretending          -Developing preferences for forms of expression          -Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.          -Engages in imaginative role-play based on own first-hand experiences.</p>	<ul style="list-style-type: none"> <li>- Daily Go Noodle for dancing.</li> <li>- Altogether Rhyme time using lycra, 'Let's go diving' song and objects from Rhyme basket.</li> <li>- Rhyme and listening provision area with Rhyme basket, rhyme books, instruments. Adult modelling of rhymes.</li> <li>- Mystery bag to model purpose of tools such as jugs, scissors, pencils, paintbrushes.</li> <li>- Continuous provision for mark making, painting, construction, malleable, sensory,</li> <li>- Home corner for self-initiated play around imaginative role play.</li> <li>- Adults to model role play.</li> </ul>	<p>Parent open morning on Autumn craft.</p>