



Hook: Baby Photos

Exit Point: Art faces

Key School Events National Coding Week, Macmillan Coffee Morning, Black History Month, Red, White and Blue day, World Mental Health day, Harvest Festival.

Specific Areas				
Unique Child Positive Relationships Enabling Environments	Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements	
	Personal Social And Emotional	Making relationships	<p>30-50m- Keeps play going by responding to what others are saying or doing.</p> <p>30-50m- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>Marvellous Me</p> <ul style="list-style-type: none"> -Introducing JIGSAW Jenny with weekly JIGSAW sessions. -JIGSAW theme: 'Being me in my world'. -Introduction of sunshine/cloud behaviour system. -Introduction of class target ladder with reward/treat. -Role play scenarios to instil rules and expectations supported by visuals and gesture. -Introducing routines through songs, visual timetable, nursery tours of provision. -Circle games, altogether time with Lycra, 'getting to know you' games. -Emotions: play with mirrors and wooden emotion faces. -Making hedgehog bread for a class party. -Continuous adult modelling through play and key worker time. <p>Jigsaw Unit: <i>Being Me in My World</i></p> <p>Jigsaw Piece 1: Who...Me?!</p> <p>Jigsaw Piece 2: How Am I Feeling Today?</p> <p>Jigsaw Piece 3: Being at School</p> <p>Jigsaw Piece 4: Gentle Hands</p> <p>Jigsaw Piece 5: Our Rights</p> <p>Jigsaw Piece 6: Our Responsibilities</p>
		Self-confidence and self-awareness	<p>30-50m- More outgoing towards unfamiliar people and more confident in new social situations.</p> <p>30-50m- Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>30-50m- Shows confidence in asking adults for help.</p>	
		Managing feelings and behaviour	<p>30-50m- Aware of own feelings, and knows that some actions and words can hurt others' feelings.</p> <p>30-50m- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>30-50m-Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	



Foundation Stage 1 - Autumn Term Medium Term Planning
2020-2021



Unique Child Positive Relationships Enabling Environments	Specific Areas			
	Physical	Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements
		Moving and handling	<p>30-50m- Can catch a large ball.</p> <p>30-50m-Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>30-50m-Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p>	<p>Marvellous Me</p> <ul style="list-style-type: none"> -Daily opportunities for drawing, painting, cutting, playdough, use of construction area. -Observational drawings in learning journey books e.g. autumn animals such as hedgehogs, faces, family. -Adults modelling correct pencil grip. -Autumn leaf threading, pegging pegs on laminated hedgehogs.
Health and self-care	<p>30-50m-Understands that equipment and tools have to be used safely. 30-50m- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>30-50m- Can usually manage washing and drying hands.</p> <p>•Dresses with help, e.g. puts arms into an open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>30-50m - Eats a healthy range of foodstuffs and understands the need for variety in food.</p>	<p>Large, gross motor activities e.g use of streamers during altogether time.</p> <ul style="list-style-type: none"> -Daily Go Noodle -Daily access to the outdoor area: bikes, scooters, water equipment for pouring, sand for digging, mud kitchen for mixing and pouring, large chalks for mark making, crates/planks/climbing frame and bridge for climbing, playground space for running. -Toilet time built into routine. Regular reminders for children still in pull-ups. -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. 		

Specific Areas			
Communication	Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements



Foundation Stage 1 - Autumn Term Medium Term Planning
2020-2021



Unique Child Positive Relationships Enabling Environments	And Language	Listening and attention	<p>30-50m- Listens to stories with increasing attention and recall. 30-50m- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>30-50m-Focusing attention – still listen or do, but can shift own attention.</p> <p>30-50m- Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Marvellous Me</p> <ul style="list-style-type: none"> - CLL skills to be practised and embedded through all other areas of the EY curriculum. - Additional support through SAL/EAL work with MF. - Daily story time. - 1 X key worker activity a week focussing on CLL linked to stories and rhymes. - Mystery bag used daily with key objects and pictures to build on use of vocab and understanding. - Verbal questions and instructions supported by visuals and gesture. <p>Talk4Writing (Poetry- Nursery Rhymes)</p> <ul style="list-style-type: none"> -If you're happy and you know it -Exposure to a range of nursery rhymes
		Understanding	<p>30-50m- Understands use of objects (e.g. "What do we use to cut things?")</p> <p>30-50m- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture.</p> <p>30-50m- Responds to simple instructions, e.g. to get or put away an object.</p>	
		Speaking	<p>30-50m- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>30-50m- Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>30-50m- Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>30-50m-Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>30-50m- Builds up vocabulary that reflects the breadth of their experiences.</p> <p>30-50m- Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle.'</p>	



Foundation Stage 1 - Autumn Term Medium Term Planning
2020-2021



Specific Areas				
Unique Child Positive Relationships Enabling Environments	Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements	
	Literacy	Reading	<p>30-50m- Beginning to be aware of the way stories are structured. 30-50m- Suggests how the story might end.</p> <p>30-50m- Listens to stories with increasing attention and recall.</p> <p>30-50m-Shows interest in illustrations and print in books and print in the environment.</p> <p>30-50m- Looks at books independently.</p> <p>30-50m-Handles books carefully.</p> <p>30-50m-Knows information can be relayed in the form of print. 30-50m- Holds books the correct way up and turns pages.</p>	<p>Marvellous Me</p> <p>Class Book -What I Like About Me</p> <p>Reading -Learning key nursery rhymes using sequencing pictures/objects/talk for writing maps. -Sharing and handling books in the book corner. -Story time daily. -Beginning to recognise name cards through daily welcome song. -Environmental print – labels around the provision areas -Altogether Rhyme time using lycra, 'Let's go diving' song and objects from Rhyme basket.</p>
		Writing	<p>30-50m-Sometimes gives meaning to marks as they draw and paint. 30-50m-Ascribes meanings to marks that they see in different places.</p>	<p>Writing -Adults modelling writing names on pictures/paintings. -Continuous, daily opportunities for mark making e.g. pencils, crayons, chalk, wax crayons, paintbrushes, sponges, printing blocks. -Modelling correct pencil grip. -Dough disco. -Gross motor skills activities (streamers, pom poms, lycra, sticks). -Fine motor activities (tweezers, pegs, threading, tracing).</p> <p>Phonics -Letter of the week with concrete objects and pictures. -Rhyme and listening provision area with Rhyme basket, rhyme books, instruments. Adult modelling of rhymes.</p>



Foundation Stage 1 - Autumn Term Medium Term Planning
2020-2021



Specific Areas				
Unique Child Positive Relationships Enabling Environments	Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements	
	Maths	Numbers	<p>30-50m-Uses some number names and number language spontaneously.</p> <p>30-50m-Shows curiosity about numbers by offering comments or asking questions.</p> <p>30-50m- Shows an interest in numerals in the environment.</p>	<p>Marvellous Me</p> <ul style="list-style-type: none"> - 'Number of the week' explored through a range of mystery bag objects and pictures e.g. numicon pieces, rubber counting objects, flashcards, classroom objects. - Daily counting as part of welcome time on carpet – counting the children, name cards, finding the number of children on the numeral caterpillar. - Number of the Week - Reciting - recognition 1 to 1 counting - Counting leaves and conkers. - Shapes within the environment - Continuous provision around number and shape. - Construction and blocks – STEM problem solving challenges. - Adult modelling counting opportunities across all provision areas, e.g. how many cups in the home corner? - Celebration of children's birthdays.
		Shape, space & measure	<p>30-50m- Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>30-50m- Shows awareness of similarities of shapes in the environment.</p> <p>30-50m- Uses positional language.</p> <p>30-50m- Shows interest in shape by sustained construction activity.</p>	



Foundation Stage 1 - Autumn Term Medium Term Planning
2020-2021



Specific Areas

Unique Child Positive Relationships Enabling Environments	Knowledge and Understanding of the World History Geography Science Design and Technology Computing	Aspects	Learning & Development Focus	Possible experiences, opportunities, activities and enhancements
		People & communities	<p>30 - 50m - Remembers and talks about significant events in their own experience.</p> <p>30-50m- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>30-50m- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>30-50m-Knows that information can be retrieved from computers</p>	<p>My family. - What makes me special.</p> <p>Who is in my family?</p> <ul style="list-style-type: none"> -Identifying body parts and how they move (Head, shoulders, knees and toes) -Creating pictures of where they live -Exploring feelings (happy, sad, angry) -Leaf friends -Fruit / Vegetable printing faces -Exploring objects in the outdoor environment daily treating respectfully, observe animals in the outdoor environment -Tuff spot to include natural materials -Talking about push and pull through toy movement
		The world	<p>30-50m- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 30-50m- Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>30-50m- Talks about why things happen and how things work. 30-50m- Developing an understanding of growth, decay and changes over time.</p> <p>30-50m- Shows care and concern for living things and the environment.</p>	<p>Animals including Humans</p> <p>Seasonal Changes: Autumn</p> <ul style="list-style-type: none"> -Daily weather chart - Sensory playdough - Listening Walks - Exploring leaves and natural resources. <p>Technology/Mechanisms</p> <ul style="list-style-type: none"> - Using cameras, push toys, flap books within continuous provision daily. -Ipads and interactive board activities.
		Technology	<p>30-50m- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>30-50m- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 30-50m-Knows that information can be retrieved from computers</p>	<p>STEM:</p> <p>Music From Water</p> <ul style="list-style-type: none"> -children to explore how different levels of water in cars makes different sounds



Foundation Stage 1 - Autumn Term Medium Term Planning
2020-2021



Specific Areas				
Aspects		Learning & Development Focus		Possible experiences, opportunities, activities and enhancements
Unique Child Positive Relationships Enabling Environments Expressive Arts Art Design and Technology Music Science	Exploring & using media & materials	30-50m- Explores colour and how colours can be changed. 30-50m- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. 30-50m- Uses various construction materials. 30-50m- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. 30-50m- Joins construction pieces together to build and balance. 30-50m- Realises tools can be used for a purpose.		Marvellous Me -Daily Go Noodle for dancing. -Altogether Rhyme time using lycra, 'Let's go diving' song and objects from Rhyme basket. -Rhyme and listening provision area with Rhyme basket, rhyme books, instruments. Adult modelling of rhymes. -Clapping beats, stamping feet -Instruments, singing and dancing within daily provision -Welcome song, end of the day song, transition songs, weather song, days of the week song -Familiar songs
	Being Imaginative	30-50m- Sings to self and makes up simple songs. 30-50m- Makes up rhythms. 30-50m- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 30-50m- Engages in imaginative role-play based on own first-hand experiences. 30-50m- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. 30-50m- Uses available resources to create props to support role-play. 30-50m- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.		Home corner for self-initiated play around imaginative role play. Adults to model role play. Artist of the Half Term: <u>Faith Ringgold</u> -Create fruit faces -Still life drawing -Paper plate face drawing -Mystery bag to model the purpose of tools such as jugs, scissors, pencils, paintbrushes. -Continuous provision for mark making, painting, construction, malleable, sensory