

## Communication and Language

### Listening, Attention and Understanding

I can listen to stories carefully.

I can listen to simple instructions then carrying them out.

I can maintain attention during Carpet sessions for 15 minutes

I can understand prepositions.

I can follow a two-part instruction.

### Speaking

I can talk about what we are doing.

I can ask simple questions.

I can learn new simple daily vocabulary.

I can develop social phrases.

I can use talk to share experiences.

### Key vocabulary

Help, kind, helpful, Autumn, harvest, hunt, maps, searching, setting, characters, days of the week  
Solar System, Sun, Planets, Atmosphere, orbit, Earth, comet, Moon, Star, day and night, space, Telescope, Winter

## Autumn 1 - Medium Term Plan

### Me and My Community

(My family, my friends, my home, people who help me)



## Physical Development

### Gross Motor

I can move in different ways.

I can chase and play running game.

I can stop myself from bumping into others.

I can jump from apparatus landing on two feet.

I can sit properly for writing.

I can push, pat, throw, catch and kick.

### Fine Motor

I can use scissors.

I can hold a pencil correctly.

I can write some letters of my name.

I can thread smaller objects.

I can use tweezers to pick up smaller objects.

I can use different tools (scissors, paintbrushes, pens, hammers or bricks) to make things.

## Personal, Social and Emotional

### Self- Regulation

I can maintain attention to what adult says.

I can follow 2 step instructions

I can recognise and understanding a range of own feelings.

### Managing Self

I can follow to most rules and boundaries of the classroom.

I can show some confidence to try new activities.

I can communicate needs verbally (toilet, hurt, upset).

I can manage own personal needs (Putting coat on and zipping up, washing hands, going to the toilet).

I can understand the need to take risks in order to build resilience.

I can share with some support.

### Building Relationships

I can talk to adults and other children.

I can talk about likes (play or do).

I can ask other to play Taking turns games, with adult support .

## Literacy

### Comprehension

Sharing high-quality stories and poems, focussing on high-quality language with children through daily-story time and core texts.

Reinforce/recap the key concepts of print:

Print has meaning

Print can have different purposes

Page sequencing

We read English text from left to right and from top to bottom)

I can talk about key events in stories.

I can talk about the stories using some new vocabulary.

I can share a range of stories, rhymes, poems and fact books.

### Phonics Word Reading

I can hear initial sounds in words.

I can orally blend and segment CVC words.

I can match most Phase 2 Phonemes to the Graphemes

I am beginning to blend CVC words.

I can recognise own name.

### Writing

I can mark make with fingers (lines, zigzags, circles)

I can use make marks tools such as sticks in mud, large paint brushes in water, in the air with ribbon sticks,

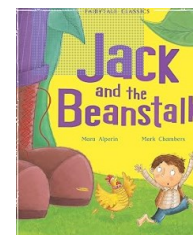
on the floor with large chalk.

I can write some letters from my name.

I can give meaning to marks.

## Traditional/ alternative story

Jack and the beanstalk



### Rhymes & Poems

If you're happy and you know it

Roly poly

5 sticky lollipops

The wobbling race

### High quality texts

(optional)

When you joined our family

Burglar Bill

Peace at last

A Piece of Cake

More people to love me

My hair

Amazing

My skin, your skin

Owl babies

Non - fiction books about people who help us (police, firefighter, nurses, doctors, vets etc)

We're going on a leaf hunt

## Mathematics Number

I can count actions as well as objects up to 5.

I can count to 10 by rote using actions and songs.

I can count with 1:1 correspondence up to 5 objects.

I can subitise up to 3.

I can match number 1-5 to quantities.

I know last number signify how many in a group.

I can count reliably using 1:1 correspondence to five.

I can count by rote above 10 count things that cannot be seen, for example claps or jumps.

I can recognise numerals in the environment such as my door number.

I can recognise numerals to five and match to their quantity.

I can subitise to 3.

I can order numbers to 10.

I am beginning to understand the concept of adding and subtracting within 5.

I can recall number bonds to 5.

## Numerical Patterns/ Shape, space and Measure

can compare between objects relating to length, size, weight, capacity with adult support.

I can explore time.

I can explore money.

I can describe positional language such as on top and under.

I can compare numbers and use vocabulary including more, less, few, same as.

I can make a pattern./ I can recreate a pattern.

I can recognise missing numbers within a number line to five.

I can name some common 2D and 3D shapes such as circle, square, cube.

## Understanding of the World

### UW The Natural World (Science and Geography)

I can explore sound through music.

I can listen to sounds outside and identify the source.

I can make sounds.

I can describe people (humans) who are familiar to them.

I can talk about members of their immediate family and community.

I can observe seasonal change and handle natural objects.

I am beginning to learn about the Solar System and stars.

I am beginning to learn about space travel.

### UW Past and Present (History)

I can remember and share times that are special to me (Celebrations).

I am beginning to learn about historical event: The Moon Landing.

I am beginning to learn about significant people - Neil Armstrong.

### UW People, Culture and Communities (Geography and RE)

I can explore my own environment (our learning environments).

I can locate areas of learning and places in school.

I can talk about familiar places like the shops, parks and libraries.

I can create simple maps.

I can talk about the people who help us - within school and experiences from outside.

I can begin to recognise that others have different cultures or beliefs.

### Technology (Computing)

I can operate simple equipment.

I can use a remote control.

I can use touch screen devices.

**Expressive Arts and Design**

**EAD Creating with Materials/ Being Imaginative and Expressive (ART) (D&T)**

I can describe what happens when media are combined.

I can explore and mix primary colours (Red, Blue Green).

I can mix two different colours and naming some secondary colours (purple, pink).

I can choose and name materials that will use for a picture.

I can use bricks/ blocks/recyclable materials to make things.

**Cooking (D&T) (Science)**

Changing Materials - cooking

pizza

cheese straws

cake pops (Christmas Fair)

biscuits

**EAD Creating with Materials/ Being Imaginative and Expressive (Music)**

I can sing a range of well-known (core) nursery rhymes and songs.

I can experiment and create in response to music and ideas using musical instruments.

I can make up a simple song.

**Seasons, Celebrations and other religions events**

Autumn Harvest  
Book fair  
World mental health day

**Assessment opportunities**

Teacher assessment baseline  
Statutory Baseline  
EYFS team meetings  
Pupil progress meetings

**Parental involvement**

Chatty Children workshop  
(Developing language)