

Communication and Language

Listening, Attention and Understanding

I can focus my attention during an adult led carpet session for 5 minutes.

I can follow and understanding simple instructions.

I can link objects to what they are used for.

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.

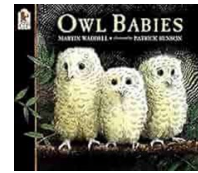
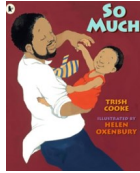
Key vocabulary

Family, mum, dad, brothers, sisters, me, baby, grow, home, school

Autumn 1 - Medium Term Plan

All about me

(My first day at school, my immediate family - mum, dad, brothers, sisters, looking after myself, how big am I? How many fingers, what I like etc)



Physical Development

Gross Motor

I can jump.

I can walk, running and climbing on different levels and surfaces.

I can run in straight line.

I can push myself on tricycles and bikes.

I can make large circles and lines in air using different equipment.

I can make large muscle movements, large shoulder and arm movements- large chalk boards, ribbons and flags.

I can move to music (music mansion and weekly Da Capo music lessons)

Fine Motor

I can show control in holding jugs, hammers and mark making tools.

I can use a variety of one-handed tools throughout the nursery such as pens, pencils, chalk, paintbrushes, spoons, scoops.

I can make large movements (up and down and circular) when using tools.

I can show a preference for a dominant hand.

I can begin to learn about safety when handling equipment.

Personal, Social and Emotional

Self- Regulation

I can talk to and making friends.

I can learn each other's names.

I can talk to adults.

Managing Self

I can separate from parents/carer.

I can choose what to play and exploring the environment with growing confidence.

I can begin to understand about sharing.

I can communicate when needing toilet.

Building Relationships

I can learn and become familiar with some Nursery rules and routines/ begin to understand our school rules.

I can name and talk about feelings.

I can build relationships and going to adults for comfort and help.

I can accept when can't get what want.

Literacy

Comprehension

Sharing high- quality stories and poems & attention to high-quality language with children through daily-story time and core text.

- Sharing books with adults
- Commenting on favourite stories
- Joining in with Nursery Rhymes.

Phonics Word Reading

I can begin to learn a range of nursery rhymes (core) and action rhymes with adult support.

I can begin to engage in activities that develop focused listening and attention, including oral blending.

I can recognise familiar logos and labels with in the environment.

I can begin to explore and recognise environmental, instrumental and body percussion.

I can find and identify familiar letters (Letters in name).

Writing

I can begin to make marks with fingers (lines and circles).

I can 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 with adult modelling.

I can explore different mark making materials.

Traditional/ alternative story

Little Red Riding Hood



Rhymes & Poems

Twinkle twinkle little star

Five cheeky monkeys jumping on the bed

Mud!

High quality texts (optional)

My Family

My Mum is Fantastic

My Dad is Brilliant

This Is My House My New Baby

Peace at Last

Owl Babies

Za-Za's Baby Brother

So much

Mathematics

Number

I can count to 3 by rote using actions and songs.

I have a sense of one and two items.

I am beginning to notice number (Birthday number, house number).

I can count on fingers.

Numerical Patterns/ Shape, space and measure

I can talk about daily routines.

I can notice patterns and arranging things in patterns.

I can colour sorting.

I can select appropriate shapes for building and stacking.

I can match shapes.

I can insert puzzles.

Understanding of the World

UW The Natural World (Science and Geography)

I can begin to learn about the life cycle of a human.

I can begin to learn how to take care of myself.

I can begin to learn about my senses.

I can explore and identify electrical devices.

I can explore battery powered devices (Light).

I can explore different light sources.

UW Past and Present (History)

I can begin to explore maps and routes.

I can begin to explore similarities and differences in relation to friends or family.

I can look at pictures of special people.

I can pretend play - role playing everyday life - drink tea/making dinner.

I can join in with celebrations such as Diwali and Christmas.

UW People, Culture and Communities (Geography and RE)

I can share a special memory.

I can share events about my own and my family's history (grandparents, parents, etc.)

Technology (Computing)

I can swipe an iPad using the touch screen.

I can operate wind-up toys, pulleys, sets of cogs and pegs with boards.

Expressive Arts and Design

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

I can begin to explore different sized brushes/tools.

I can begin to explore colour mixing.

I can explore marks on different surfaces

I can name some colours.

I can draw people.

I can use different materials to create playdough in different ways for example rolls, cuts, squashes, twists.

Cooking (D&T) (Science)

Changing Materials - cooking

Fruit salad

Toast

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

I can explore and recognising sounds (environmental, instrumental, body percussion linked to phonics).

I can sing & perform.

I can begin to sing my favourite songs and rhymes.

I can begin to start and stop with signals.

I can copy simple actions and patterns.

I can copy pitch.

I can be imaginative.

I can engage in variety of role play experiences.

Seasons, Celebrations and other religions

Autumn Harvest
World Mental Health Day

Assessment opportunities

Teacher Baseline Assessment
EYFS team meetings
Pupil progress meetings

Parental involvement

Welcome meeting
Tapestry support workshop
Toilet training support